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ABSTRACT

The Equity Leadership Project provided technical assistance, coordination, training, and resources to equity projects developed in the process of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. The project served 108 school districts. The project's focus was on training regional equity leaders responsible for assisting local district staff in implementing the model. Training included providing trainees with resources, skills, and knowledge for building commitment and direction; assessing equity in the local school district; and developing and implementing long-range equity plans. A needs assessment was developed and conducted to identify specific needs. As a result, assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts and community and professional groups. Recommendations were made for continuing training in gender equity issues. (Appendixes, which make up 90 percent of the document, include a composite report of student career surveys, a list of project participants, meeting agendas and evaluations, and two project newsletters.) (KC)

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ED335473

FY 1990-91

EQUITY LEADERSHIP PROJECT

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

Submitted by Linda L. Riley

Associate Researcher/Project Director

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Equity Leadership Project
June, 1991
FINAL REPORT

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EQUITY LEADERSHIP PROJECT

FINAL REPORT

PROGRAM IDENTIFICATION

Name of Project: Equity Leadership Project

Statewide Project
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout

Total Budget: $50,000

Project Contact Person: Linda Riley

Title: Associate Researcher

Signature: Linda L. Riley

Phone Number: (715) 232-1885

Date: June, 1991

PROJECT ABSTRACT

This project provided technical assistance, coordination, training and resources to CESA Consortium Equity projects implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Technical assistance was provided to 108 new and continuing school districts served through CESA Consortium projects. In addition, this project coordinated the training of the Vocational Gender Equity Cadre, and published two issues of the *Vocational Equity News* which served as a resource to local districts and CESA gender equity projects.

TABLE OF CONTENTS

	Page
Abstract	i
Table of Contents	ii
List of Tables	iii
Introduction	1
Objective 1	2
Objective 2	5
Objective 3	5
Objective 4	7
Objective 5	7
Objective 6	8
Conclusions/Recommendations	9

Appendix

A. Composite Report

B. Cadre Participant List

C. Cadre Meeting Agendas and Evaluations

D. Newsletters

LIST OF TABLES

		Page
Table I	New and Continuing School Districts	3
Table II	Equity Surveys Processed 1990-91	4
Table III	Promotional Materials Needs Assessment	6

EQUITY LEADERSHIP PROJECT - FINAL REPORT

INTRODUCTION:

Promoting vocational gender equity in Wisconsin was the major goal of the FY91 Equity Leadership Project funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. It was designed to provide technical assistance, coordination, training and resources to CESA Consortium Equity projects serving 108 school districts in Wisconsin. The primary focus of the project was to train regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. Training included resources, skills, and knowledges for building commitment and direction, assessing equity in the local school district, and developing and implementing long-range equity plans. This final report lists specific project objectives and describes outcomes.

Objective 1:

Provide technical assistance and support to twelve CESA consortium projects implementing the Wisconsin Career and Vocational Equity Assessment, Planning and Action Model.

Participants and Outcomes:

CESA consortium projects identified LEA participants during the application for funding process. As a result, ninety continuing school districts and seven first-year districts were served. Table I, page 3 identifies the new and continuing districts participating in the Gender Equity Project in the 1990-91 school year by CESA. Districts were provided technical assistance in implementing the first three phases of the Wisconsin Model for Sex Equity in Career and Vocational Education, which included building commitment and direction, assessment, and planning. Eight school districts participated in the assessment phase. Table II, page 4, describes the equity surveys processed in 1990-91. The results of these surveys were compiled in a composite report and made available to interested parties. (See Appendix A for Composite Report)

A needs assessment was developed and conducted in September to identify specific needs of Cadre members. As a result of that assessment, a resource list of past presenters was developed and shared with cadre members. Responses were made to over 200 requests for technical assistance from LEAs, CESA staff and others. Assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts, and community and professional groups.

TABLE I

WISCONSIN MODEL

1990-91 New and Continuing Schools

CESA #1

Oak Creek*
West Allis
Muskego
Mukwonago

CESA #2

Clinton*
Lake Geneva*
Stoughton
Edgerton
Oregon
McFarland
Johnson Creek
New Glarus
Jefferson
DeForest
Beloit
Janesville
Monona Grove

CESA #3

Boscobel
Cuba City
Darlington
Dodgeville
Prairie du Chien
Wauzeka
North Crawford
Potosi
Iowa-Grant

CESA #4

West Salem
Holman
Norwalk-Ontario
Arcadia
Whitehall
Blair/Taylor
Tomah*
Independence

CESA #5

Reedsburg
Portage
Adams-Friendship
Sauk Prairie
Wisconsin Rapids
Stevens Point

CESA #6

Markesan*
Winneconne*
Beaver Dam
Ripon
Rosendale-Brandon
Oshkosh
Neenah
West Bend

CESA #7

Ashwaubenon
Green Bay
Howard Suamico
Kewaunee
New Holstein
Seymour
Two Rivers
Algoma
Sheboygan

CESA #8

Laona*
Shawano-Gresham
Bonduel
Tigerton
Crandon
Oconto Falls
Wittenberg-Birnamwood
Menominee Indian

CESA #9

Independence
Antigo
D.C. Everest
Wausau
Northland Pines
Lakeland Union

CESA #10

Abbotsford
Spencer
Cadott
Gilman*
Gilmanton

CESA #11

Cameron
Birchwood
Spooner
Osceola
Grantsburg
Baldwin-Woodville
New Richmond
St. Croix Falls
River Falls
Rice Lake

CESA #12

Butternut
Drummond
Hayward
Hurley
Mellen
Glidden
Winter
Ondossagon
Solon Springs
South Shore
Superior
Washburn

*New Schools in 1990-91

Table II

EQUITY/CAREER SURVEYS PROCESSED 1990-91

Form	Number	% Male	% Female
7266 - Grades 2,3,4	917	49.3	50.1
7267 - Grades 5,6,7	786	53.5	45.9
7268 - Grades 7,8,9	789	46.9	51.8
7269 - Grades 9,10,11	752	47.0	51.2
7270 - Grades 11,12	602	46.0	50.8
7271 - Administrator	32	84.4	12.5
7272 - Guidance Counselor	24	41.7	50.0
7274 - Teacher	417	32.6	63.9
Total Staff and Students Surveys Processed	4319		

Note: In some cases percentages do not add up to 100% due to omits.

Objective 2:

Plan and coordinate three meetings of the Vocational Gender Equity Cadre.

Participants and Outcomes:

A total of 56 people representing all twelve CESAs, the Vocational Studies Center, UW-Madison, CHOICES Coordinator - Department of Health and Social Services, Wisconsin Board of Vocational, Technical and Adult Education, Wisconsin Department of Public Instruction, DPI Vocational Evaluation Project, and Programs for Educational Opportunity received eight days of training. (See Appendix B for Cadre Participant List)

The Equity Cadre Leadership Training Program for 1990-91 conducted training sessions on September 18-19, 1990, November 14-16, 1990, and March 5-6, 1991. One graduate credit was available to participants on a tuition-waived basis. Agendas and evaluations from each training session are found in Appendix C. Copies of all handouts are available from the Administrator - Sex Equity and Single Parent Programs, Wisconsin Department of Public Instruction, or the Equity Leadership Project Director, University of Wisconsin-Stout.

Objective 3:

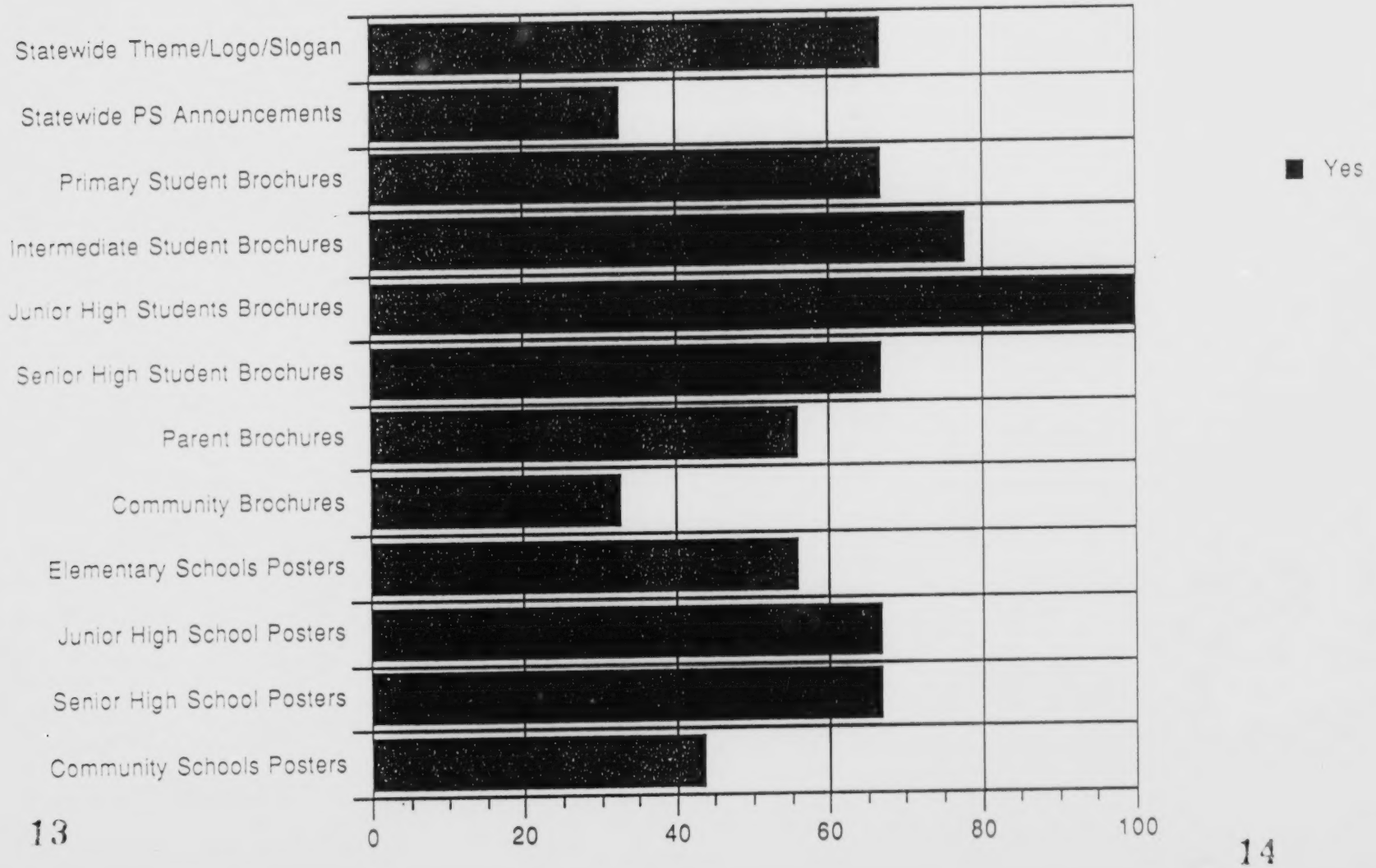
Develop a component for promoting and marketing sex equity in conjunction with technical assistance and implementation of the Wisconsin Model.

Participants and Outcomes:

In September, 1990, a needs assessment was conducted with cadre members to specifically identify what kinds of gender equity promotional materials would be most helpful. Table III on Page 6 describes the results. During the September cadre meeting and the November Statewide conference, cadre members met to further discuss needs and strategies for developing a statewide promotional campaign. Items identified as most frequently requested were brochures for intermediate and junior high students, and posters for junior/senior high students utilizing a statewide theme or logo.

TABLE III PROMOTIONAL MATERIALS NEEDS ASSESSMENT

What kinds of gender equity promotional materials would you find most helpful?



Additionally, each of the fifty state sex equity coordinators was contacted regarding successful promotional materials and marketing campaigns. In response to this request many materials were received. These materials were made available for review and comment during the March, 1991, cadre meeting.

Objective 4:

Publish two issues of the newsletter, "*Vocational Equity News*," to serve as a resource providing information to local school personnel on current equity topics, materials, events and strategies.

Participants and Outcomes:

The newsletter was mailed to 750 people and multiple copies were given to CESA project directors to share with participating local school districts personnel. The mailing list included Local Vocational Education Coordinators, Carl Perkins Sex Equity Project Directors, Human Growth and Development Coordinators, Title IX Coordinators, Out-of-State Sex Equity Coordinators, WI/DPI-Bureau for Vocational Education Staff, WBVTAE Equity Staff and Vocational Gender Equity Cadre Members. The fall issue of the newsletter was also distributed at the Statewide Sex Equity Conference in November. (Copies of the newsletter are attached in Appendix D)

Objective 5:

Identify, collect and disseminate current equity resources; develop equity expertise of project staff and share information with CESA equity coordinators and local district staff.

Participants and Outcomes:

The project director reviewed, selected, and compiled equity resources, literature, and research on an ongoing basis. This information was shared with cadre members through monthly mailings.

To stay current and update skills and knowledges, the project staff attended appropriate conferences on a statewide and national level. In addition to sex equity related training, activities included workshops and conferences pertaining to vocational education, staff development, school restructuring, and multi-cultural diversity.

Objective 6:

Participate in the planning and implementation of the Statewide Equity Conference and Pre-conference, Fall, 1990.

Participants and Outcomes:

A statewide conference for cadre members, local school district equity planning team members, postsecondary technical college staff, and university teacher education staff was held November 14-16, 1990, at the Holiday Inn in Stevens Point, Wisconsin. The pre-conference, on November 14, featured Dr. Shirley McCune, Senior Director, Mid-Continent Regional Educational Laboratory. The limited enrollment, advanced equity pre-conference was attended by 83 participants. The statewide conference on November 15-16, 1990, was attended by 278 participants. (See Appendix C for agenda and evaluations)

CONCLUSIONS/RECOMMENDATIONS:

Project activity evaluations and requests for input from the Department of Public Instruction staff, Equity Cadre Members, and LEA and CESA staff supported the need for continued training of regional equity experts. Additionally, Wisconsin's Pupil Non-Discrimination Law 118.13 and the new federal vocational education legislation require increased sex equity initiatives on the part of Wisconsin school districts. As a result, the following recommendations are offered for continued training of equity professionals:

- Provide "Building Commitment and Direction" (issue awareness level) training to new members of Wisconsin Gender Equity Cadre.
- Provide advanced issues training to continuing Cadre members to implement the Wisconsin Model.
- Analyze new Carl Perkins legislation equity requirements and in-service Cadre on methods of assisting local districts with compliance.
- Develop skills and knowledges of regional equity experts to assist districts with 118.13 compliance.
- Continue statewide gender equity conference expanding to include issues of race.
- Continue dissemination of current gender equity related articles and research to equity project participants.
- Continue assistance to Cadre members implementing the Wisconsin Model in local school districts.

APPENDIX A

Composite Report

CVTAE, UW-Stout/DPI
7270.C1

DATA TABULATION WORK SHEETS

STUDENT CAREER SURVEY
Form 11/12

Directions: This form is designed to be used with data compiled from student surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 602 Male = 286 Female = 316

omit = 20

Key: 1 = Disagree (D)
2 = Unsure (U)
3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
School Section										
1. I am encouraged to take courses that I need for careers of the future	4	8.2	14.1	77.0	6.6	17.5	75.2	7.6	10.8	81.0
2. I would like to know more about future career possibilities.	2	3.5	15.6	80.5	4.5	17.8	77.6	2.5	12.0	84.8
3. Teachers actively encourage me to consider a wide range of career choices; including nontraditional occupations	2	30.1	36.2	33.4	29.0	38.5	32.2	30.4	33.9	35.4
4. In our school, there are support groups for students choosing nontraditional choices	1	42.6	45.8	11.4	39.2	46.9	14.0	45.9	45.3	8.5
5. The counselor maintains up-to-date career publications that help me make career choices.	3	18.2	33.6	47.7	12.9	38.3	47.9	22.2	28.8	48.4
6. Some courses in our school are "boys' courses" and some are "girls' courses"	4	41.0	24.0	34.4	39.9	25.2	34.3	43.0	22.2	34.2
7. Generally, teachers treat males and females the same	5	19.6	23.6	55.9	21.0	25.5	53.1	18.0	21.2	59.5
8. Teachers pay more attention to boys.	1	62.9	30.4	6.6	62.2	31.8	5.9	64.2	29.7	5.7

CVTAE, UW-Stout/DPI
7270.C2

STUDENT CAREER SURVEY
Form 11/12

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

	STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
			D	U	A	D	U	A	D	U	A
9.	Teachers pay more attention to girls	5	58.0	29.9	11.3	48.6	32.5	18.2	66.8	27.8	4.4
10.	Career and vocational courses should be designed to be appropriate to both females and males.	5	4.5	27.0	67.7	5.6	31.1	62.9	2.8	22.8	73.1
11.	Teachers expect the same achievement from females and males.	3	12.4	19.6	67.5	16.1	23.1	60.5	8.5	16.1	74.7
	Work Section										
12.	Most women work because of economic needs.	2	21.5	38.1	40.0	15.0	47.6	37.4	27.5	29.1	42.7
13.	Ninety percent of women work for pay most of their life.	2	14.1	45.7	39.9	16.4	52.8	30.4	11.4	39.6	48.7
14.	Women make up 15 percent (3 out of 20) of physicians in the U.S.	1	6.4	62.2	31.2	6.6	66.8	26.6	5.7	57.9	36.1
15.	Physicians, in a clinic, earn about $74,000.	4	5.9	71.1	22.3	7.7	65.4	26.2	4.4	76.3	18.7
16.	Nurses earn about $26,000.	2	7.4	70.6	21.7	8.0	67.1	24.8	6.3	74.1	19.0
17.	Women make up eight percent (2 out of 25) of the engineers	1	6.4	69.6	23.8	7.0	72.0	21.0	5.1	68.0	26.6
18.	Most men will work for pay most of their life.	2	3.4	19.1	77.2	3.5	19.6	76.9	2.5	18.7	78.2

CVTAE, UW-Stout/DPI
7270.C3

STUDENT CAREER SURVEY
Form 11/12

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

	STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
			D	U	A	D	U	A	D	U	A
19.	Starting salary for engineers is $30,000	2	5.1	67.8	26.7	5.2	57.0	37.4	4.1	78.2	17.4
20.	Ninety-nine percent of all secretaries are women	2	9.3	41.0	49.4	8.0	46.2	45.8	10.1	36.1	53.2
21.	Secretaries earn about $12,000	2	9.8	73.6	16.2	10.5	71.0	18.5	8.9	76.3	14.6
22.	Most men work because of economic needs.	4	5.6	23.6	70.1	4.5	21.3	74.1	6.3	25.9	67.7
23.	I feel it is okay that both women and men are moving into jobs that may not be usual for their sex	4	5.1	17.0	77.2	8.0	25.9	66.1	2.2	8.2	89.6
24.	"Women's jobs" and "men's jobs" are becoming a thing of the past	7	6.9	16.1	75.9	8.4	22.7	68.2	5.4	9.8	84.5
25.	I expect to work at a paying job most of my life	6	2.1	15.0	82.0	2.1	16.8	80.0	1.3	12.7	85.8
26.	Women, as well as men, work to provide for themselves and for their families	5	2.9	12.7	83.6	3.8	18.5	77.3	.9	6.6	92.4
27.	I would support a man's choice to be a nurse	5	6.9	20.7	71.5	11.5	32.5	55.6	2.2	9.5	88.3
28.	I would support a woman's choice to be a carpenter	5	8.0	18.3	72.8	13.3	27.3	59.4	3.2	9.5	87.3

STUDENT CAREER SURVEY
Form 11/12

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
29. A person has a legal right to seek any job and may not be refused a job based on being male or female.	5	5.5	14.3	79.4	8.4	20.3	71.0	1.9	7.6	90.5
30. I would consider owning my own business.	4	5.5	26.4	67.5	3.5	26.2	70.3	7.3	25.9	66.8
Family Section										
31. Nearly half of single-parent families live in poverty.	5	18.3	59.8	21.1	12.9	66.1	21.0	22.8	55.1	21.8
32. Six out of ten people in poverty are women who are the main source of income for their families.	6	9.6	62.2	27.2	8.4	65.4	25.9	10.1	60.8	28.8
33. My parents have helped me explore possible careers	6	22.8	18.3	57.9	17.8	25.5	56.3	27.2	11.1	61.4
34. My parents know about job market demands and training required for jobs.	6	16.9	35.9	46.3	17.5	35.3	46.9	16.1	36.1	47.5
35. I have learned about a wide variety of careers from watching TV	5	28.9	29.3	41.0	25.2	32.9	42.0	32.6	25.3	41.8
Self-Awareness Section										
36. My friends and I generally have the same kinds of career goals.	4	41.0	25.9	32.5	31.5	33.6	35.0	51.3	18.4	30.4
37. I plan to have a career.	5	2.3	8.7	88.3	2.1	11.9	85.7	1.6	4.7	93.7

CVTAE, UW-Stout/DPI
7270.C5

STUDENT CAREER SURVEY
Form 11/12

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

	STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
			D	U	A	D	U	A	D	U	A
38.	I plan to have a career and a family	4	7.1	18.2	74.1	6.6	21.0	72.4	7.3	14.6	78.2
39.	I feel good about myself	6	5.3	19.6	74.1	4.9	20.6	74.1	5.4	18.7	75.6
40.	My parents would support me in whatever career I choose	4	7.4	18.2	73.8	6.3	27.3	66.4	7.6	8.9	83.5
41.	My male friends would support me in whatever career I choose	5	4.8	26.8	67.5	7.0	32.9	60.1	2.5	20.3	76.9
42.	My female friends would support me in whatever career I choose	5	3.2	20.4	75.6	4.2	30.8	65.0	1.6	10.1	88.3
43.	I believe it is important to be independent and economically self-sufficient	5	2.9	15.4	80.9	4.2	21.0	74.8	.9	9.8	88.9
44.	I like to try new and different things	5	3.5	14.0	81.7	5.9	15.4	78.3	.6	11.4	88.0
45.	I feel I can be whatever I want to be	5	7.2	15.0	77.0	8.0	18.9	72.7	5.7	10.1	84.2
46.	I am good at making decisions	6	7.4	32.2	59.5	7.0	31.5	60.8	7.0	32.6	60.4
47.	The way I feel about my ability affects my willingness to try something	7	5.3	16.9	76.7	5.9	17.8	75.2	4.4	81.3	

ADMINISTRATOR SURVEY

DATA TABULATION WORK SHEETS

Directions: This form is designed to be used with data compiled from administrator surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 31 Male = 27 Female = 4

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		1	2	3	1	2	3	1	2	3
1. Develop and implement a district policy statement on sex equity	0	12.5	21.9	65.6	3.7	25.9	70.4	75.0	0	25.0
List Actions Taken and Resulting Changes:										
2. Develop and implement a K-12 district-wide equity plan	2	15.6	53.1	25.0	7.4	55.6	29.4	.75	0	.25
List Actions Taken and Resulting Changes:										
3. Develop and implement an in-service program for staff to to become more aware of equity issues and actions which promote equity	2	.25	53.1	15.6	22.2	51.9	18.5	.50	.50	0
List Actions Taken and Resulting Changes:										
4. Collect and analyze staffing pattern data by female/male . . .	3	18.8	28.1	43.8	11.1	29.6	48.1	.75	0	.25
List Actions Taken and Resulting Changes:										

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions.	1	9.4	3.1	84.4	3.7	3.7	92.6	50	0	50
List Actions Taken and Resulting Changes:										
6. Actively select men to serve in supportive/nurturing roles . .	2	37.5	3.1	53.1	33.3	3.7	59.3	.25	.50	25
List Actions Taken and Resulting Changes:										
7-11. Ensure equal employment opportunity is practiced in:										
7. development of job descriptions and qualification requirements.	0	6.3	3.1	90.6	3.7	3.7	92.6	25.0	0	75.0
8. advertisement	0	3.1	3.1	93.8	0	3.7	96.3	25	0	75
9. employment interviews	0	3.1	3.1	93.8	0	3.7	96.3	.25	0	.75
10. wages and benefits.	0	6.3	3.1	90.6	3.7	3.7	92.6	.25	0	.75
11. opportunities for advancement	2	0	3.1	90.6	0	3.7	92.6	0	0	75
List Actions Taken and Resulting Changes:										

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
12. Assist staff in providing a bias-free environment for students	0	3.1	40.6	56.3	3.7	37.0	59.3	0	.50	.50
List Actions Taken and Resulting Changes:										
13. Provide leadership in changing curriculum to insure both content and instructional materials are sex fair and help students prepare for expanding roles	1	6.3	28.1	62.5	3.7	29.6	63.0	25	25	50
List Actions Taken and Resulting Changes:										
14. Design the master class schedule to encourage sex fair enrollment patterns. For example, ensure that a traditionally female class is not scheduled back-to-back with a traditionally male class	2	9.4	12.5	71.9	7.4	7.4	77.8	25	50	25
List Actions Taken and Resulting Changes:										
15. Monitor class enrollments, paying particular attention to any class and program enrolling more than 80% of one sex	0	15.6	15.6	68.8	14.8	11.1	74.1	25	25	50
List Actions Taken and Resulting Changes:										

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletter, etc.	0	21.9	25	53.1	18.5	22.2	59.3	50	25	25
List Actions Taken and Resulting Changes:										
17. Ensure compliance with federal and state pupil nondiscrimination requirements.	1	0	6.3	90.6	0	7.4	92.6	0	0	75
List Actions Taken and Resulting Changes:										
The following activities are being used to promote equity:										
18. required vocational exploratory courses for all students . . .	2	21.9	3.1	68.8	18.5	0	77.8	25	25	25
19. student orientation sessions which highlight nontraditional occupations and the training needed for these occupations. . .	2	18.8	18.8	56.3	18.5	14.8	59.3	0	50	50
20. prevocational classes or sessions which orient students to a nontraditional area.	4	12.5	18.8	56.3	11.1	18.5	63.0	0	25	25
21. peer support groups for students and potential students enrolled in nontraditional classes	5	65.6	12.5	6.3	66.7	11.1	7.4	50	25	0
22. active encouragement and support by counselors for students interested in nontraditional careers	1	3.1	9.4	84.4	3.7	7.4	85.2	0	25	75

GUIDANCE COUNSELOR SURVEY

DATA TABULATION WORK SHEET

Directions: This form is designed to be used with data compiled from guidance counselor surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 24 (omit = 2) Male = 10 Female = 12

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
Section 1: Career Exploration										
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and values rather than on the basis of gender. . . .	0	0	8.3	91.7	0	0	100	0	16.7	83.3
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.	0	8.3	29.2	62.5	0	30	70	16.7	25	58.3
3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families)	0	4.2	8.3	87.5	10	0	90	0	16.7	83.3
4. Encourage both young women and young men to take courses which lead to economic self-sufficiency.	0	8.3	4.2	87.5	0	0	100	16.7	8.3	75
5. Remind both girls and boys that math and science are required for jobs of the future; and that these courses should be planned into their schedules	0	8.3	8.3	83.3	0	10	90	16.7	8.3	75
6. Point out that there is wage inequity by job area, that typically "female jobs" pay lower salaries than typically "male jobs".	2	25	20.8	45.8	20	20	50	25	16.7	50

GUIDANCE COUNSELOR SURVEY

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of Omits	TOTAL % 1	TOTAL % 2	TOTAL % 3	MALE % 1	MALE % 2	MALE % 3	FEMALE % 1	FEMALE % 2	FEMALE % 3
7. Discuss job salaries as they relate to career interest with both female and male students.	0	4.2	16.7	79.2	10	10	80	0	25	75
Nontraditional career options are presented to students on a regular basis through:										
8. pre-registration sessions.	7	29.2	8.3	33.3	30	0	50	25	16.7	25
9. career fairs	5	29.2	12.5	37.5	20	20	50	33.3	8.3	33.3
10. guest speakers	3	20.8	12.5	54.2	10	20	60	25	8.3	58.3
11. career education materials/activities.	0	4.2	20.8	75.0	0	20.0	80.0	8.3	16.7	75.0

Comments (Describe activities and results):

Section 2: Enrollment

12. Enrollment statistics are collected and analyzed by course and program to determine patterns in male/female enrollments. (More than 80 percent enrollment of one sex is considered an area of concern).	6	58.3	8.3	8.3	.70	0	10	50	16.7	8.3

Comments (Describe activities and results):

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		1	2	3	1	2	3	1	2	3
Section 3: Recruitment and Retention of Students										
13. There is a plan in operation to encourage students to enroll in nontraditional classes.	3	33.3	20.8	33.3	40	10	40	33.3	16.7	33.3
14. The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and junior high levels	3	8.3	25	54.2	0	30	50	16.7	16.7	58.3
15. Nontraditional role models - both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction.	1	12.5	16.7	66.7	0	20	80	25	0	66.7
16. Students and potential students enrolled in nontraditional classes are supported through support groups, contacts with role models and contacts with counselors	4	50	8.3	25	30	0	50	66.7	8.3	8.3
Comments (Describe activities and results):										
Section 4: Materials										
17. Review counseling materials, including tests and inventories, eliminating or modifying those which might reinforce bias and stereotyping	3	8.3	20.8	58.3	10.0	10.0	80.0	8.3	25.0	50.0
18. Career counseling materials are current, reflecting new and emerging and nontraditional occupations.	1	0	20.8	75.0	0	10.0	90.0	0	25.0	66.7

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
19. Find and use materials which show the changing roles of men and women in our society both in the family and in the workplace.	0	4.2	25	70.8	10	10	80	0	33.3	66.7
20. Coordinate bulletin boards and displays portraying pictures of women and men working at a variety of jobs, including nontraditional jobs.	2	25	25	41.7	50	10	30	8.3	25	58.3

Comments (Describe activities and results):

Section 5: Equity Advocate

21. Assist in planning staff development activities on equity issues	2	25	25	41.7	50	10	30	8.3	25	58.3
22. I act as a model of sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests.	0	4.2	8.3	87.5	10	0	90	0	16.7	83.3

Comments (Describe activities and results):

23. Developmental guidance is being implemented in this district .	1	0	25	70.8	0	30	70	0	25	66.7

Comments (Describe activities and results):

TEACHING STAFF SURVEY

DATA TABULATION WORK SHEETS

Directions: This form is designed to be used with data compiled from teaching staff surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 432 Male = 141 Female = 276

omit = 15

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	1	2	3	1	2	3	1	2	3
Section 1: Curriculum and Materials										
1. Review curriculum, content, activities and projects for appropriateness to both females and males.	6	16.4	9.7	72.5	19.1	9.9	70.2	14.9	9.8	73.6
2. Eliminate or modify those materials or activities which might reinforce bias and stereotyping.	3	12.5	7.4	79.4	15.6	9.2	74.5	10.5	6.5	82.2
3. Collect and analyze enrollment statistics by course and program to determine patterns in female/male enrollments . . .	30	55.8	6.7	30.6	59.6	5.7	31.2	54.0	7.2	30.4
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers	6	12.5	12.5	73.6	15.6	13.5	70.2	10.9	12.0	75.4
5. Reinforce realistic job futures, i.e., most women and men can expect to hold paying jobs even if they marry and have families	3	14.8	6.5	78.0	21.3	6.4	70.9	12.0	6.2	81.5
6. Use materials which show the changing roles of men and women, in the workplace and in the family	6	20.1	10.6	67.8	31.9	9.9	58.2	14.5	10.1	73.6

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		1	2	3	1	2	3	1	2	3
7. Plan student activities which help female and male students work together more effectively	5	7.2	7.2	84.5	6.4	10.6	82.3	6.9	4.7	87.0
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll	36	43.8	6.5	41.4	41.8	8.5	45.4	45.7	4.7	38.8

Comments (Describe activities and results):

Section 2: Classroom Learning Environment

9. Self-evaluate teaching behaviors that encourage equity, (i.e., language appropriate for both females and males, discipline, reinforcement and equal attention to females/males)	15	5.3	8.6	82.6	6.4	8.5	84.4	5.1	8.7	83.7
10. Portray both females and males in both traditional and nontraditional roles during discussions and visually in materials and in displays such as bulletin boards	14	12.3	8.8	75.7	15.6	9.9	73.0	10.5	8.3	79.0
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible	18	23.1	9.5	63.2	27.7	8.5	62.4	21.0	10.1	65.6
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction	20	46.1	14.6	34.7	48.2	14.2	35.5	45.7	15.2	35.1

Key: 1 = this has not been done, but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		1	2	3	1	2	3	1	2	3
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media	18	45.6	12.3	38.0	54.6	14.9	28.4	42.0	11.2	43.5
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include work, parenting and homemaking	16	17.4	83	70.6	27.7	7.1	61.7	12.3	9.1	76.8
15. I act as a model of sex-fair behavior in actions and words conveying to others the importance of equality	11	4.9	6.5	86.1	9.2	7.1	83.7	2.5	5.8	90.2

Comments (Describe activities and results):

STATEMENT	TOTAL N	TOTAL %
16. Check one:		
(1) male	141	32.6
(2) female	276	63.9

STATEMEMT	TOTAL		MALES		FEMALES	
	N	%	N	%	N	%
17. Total for the level						
(1) elementary (K-6)	166	38.4	24	17.0	138	50.0
(2) junior high (7-8)	85	19.7	31	22.0	52	18.8
(3) senior high (9-12)	178	41.2	93	66	83	30.1
(4) K-12 specialist	32	7.4	9	6.4	22	8.0
18. Which of the following best describes the area you teach:						
(1) general (elementary, math, English, physical education music)	303	70.1	96	68.1	203	73.6
(2) vocational (agriculture, business education, health occupations, home economics, marketing, technology education	57	13.2	27	19.1	30	10.9
(3) other (special/alternative programs) (specify) _____ _____	68	15.7	19	13.5	45	16.3

1990-91 STATEWIDE COMPOSITE DATA
DATA TABULATION WORK SHEETS

Directions: This form is designed to be used with data compiled from student surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 917 Male = 455 Female = 462

1 = YES
2 = NO

STATEMENT	# of Omits	TOTAL % YES	TOTAL % NO	MALE % YES	MALE % NO	FEMALE % YES	FEMALE % NO
1. Being good at math and science will help me be ready for a good job. .	7	89.4	91	90.3	9.5	88.5	10.2
2. I think doing well in school will help me get a job when I grow up . .	3	97.2	2.5	97.1	2.6	97.2	2.4
3. At school, I am encouraged to be good at math.	5	80.5	19.0	79.1	20.4	82.3	17.1
4. Sometimes at school different things are expected of boys and girls. .	6	59.4	39.9	60.9	38.5	57.6	41.8
5. At school, I am encouraged to be good at reading	7	84.2	15.1	81.8	17.4	86.4	13.0
6. Sometimes at school I get the feeling boys and girls are treated differently.	10	64.0	34.9	63.1	35.4	64.9	34.4
7. The main reason people work is because they need the money they earn .	3	85.5	14.2	88.1	11.6	82.9	16.7
8. Today, more women are working at paying jobs than in the past.	11	72.2	26.6	72.1	27.0	72.5	26.0
9. Some jobs pay more than others	3	95.2	4.4	95.2	4.4	95.2	4.5
10. I believe I will work at a job or career for most of my life	6	74.4	24.9	79.3	19.8	69.5	30.1

CVTAE, UW-Stout/DPI
7266.C2

1 = YES
2 = NO

STUDENT CAREER SURVEY
Form 2/3/4

STATEMENT	# of Omits	TOTAL % YES	TOTAL % NO	MALE % YES	MALE % NO	FEMALE % YES	FEMALE % NO
11. It is important to me how much money I will earn when I grow up. . . .	10	70.4	28.5	72.3	26.6	68.6	30.3
12. I think doctors make more money than secretaries	12	70.6	28.1	71.4	27.5	69.7	28.8
13. Usually pay is the same for jobs men do and jobs women do.	18	63.1	34.9	61.8	36.5	64.5	33.3
14. I would think about becoming a medical doctor when I grow up	9	17.6	81.5	16.9	82.2	18.2	80.7
15. I would think about becoming a nurse when I grow up.	4	19.6	79.9	5.1	94.7	34.0	65.4
16. Today both boys and girls can grow up to be a fire fighter	9	88.3	10.7	90.8	9.0	86.1	12.1
17. Many women work because they need the money.	7	87.6	11.6	87.9	11.9	87.2	11.5
18. Many men work because they need the money.	8	88.0	11.2	89.2	10.3	86.8	11.9
19. Today more children live in homes with just one parent than in the past	24	46	51	40.4	56.7	51.7	45.9
20. My grandmother works or has worked at a paying job	25	74.2	23.1	76.5	20.9	72.3	25.1
21. My family believes it is important that I work at a job when I grow up	10	91.8	7.2	92.7	5.9	90.7	8.4

	STATEMENT	# of Omits	TOTAL % YES	TOTAL % NO	MALE % YES	MALE % NO	FEMALE % YES	FEMALE % NO
22.	I believe now and when I grow up both husband and wife will need to work to pay the bills.	15	82.5	15.8	81.3	17.4	83.8	14.3
23.	It would be okay with my parents if I decided to be a carpenter.	15	68.3	30.0	74.3	24.4	62.6	35.5
24.	It would be okay with my parents if I decided to be a secretary.	11	73.1	25.7	60.9	38.0	85.5	13.2
25.	Doing good work in school is important to me	5	95.6	3.9	94.1	5.3	97.0	2.6
26.	I feel like I am a leader in my class.	15	35.4	63.0	37.4	61.5	33.5	64.3
27.	I feel boys can do any jobs that girls can do.	10	80.2	18.8	77.1	22.0	83.1	15.6
28.	I feel good about myself	12	89.7	9.0	90.5	7.9	88.7	10.2
29.	My friends and I talk about what we are going to be when we grow up.	8	57.8	43.1	51.1	42.2	58.2	40.7
30.	People should choose jobs because they are good at that job.	9	76.9	22.1	79.6	19.8	74.0	24.7
31.	I feel girls can do any job that boys can do	10	74.1	24.8	61.3	37.8	86.6	12.1
32.	I am good at math.	14	78.0	20.5	78.7	20.4	77.7	20.1

CVTAE, UW-Stout/DPI
7267.C1

DATA TABULATION WORK SHEETS

STUDENT CAREER SURVEY
Form 5/8/7

Directions: This form is designed to be used with data compiled from student surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 786 Male = 423 Female = 363

Key: 1 = Disagree (D)
2 = Unsure (U)
3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
School Section										
1. Math is one of my favorite subjects.	0	25.2	22.1	52.7	24.6	20.1	55.3	25.3	24.2	50.4
2. Girls are generally better at math than boys	0	43.0	39.4	17.6	53.2	32.6	14.2	30.6	47.7	21.8
3. Being good at math will help me get a job in the future. . . .	1	3.8	15.8	80.3	3.5	17.5	78.7	3.9	13.8	82.4
4. In our school, both boys and girls are treated the same. . . .	0	14.8	20.7	64.5	16.8	20.6	62.6	12.4	20.9	66.7
5. I think my school give boys and girls the same chances	1	12.6	18.8	68.4	15.8	17.3	66.9	9.1	20.4	70.5
6. It is important that girls learn to be leaders	1	30.7	34.3	34.9	36.6	35.7	27.4	23.1	33.1	43.8
7. Both boys and girls should be developing math, science, and computer skills.	1	3.7	16.2	80.0	4.0	17.3	78.5	3.3	15.2	81.5
8. It is important that boys learn to be leaders.	6	20.4	29.7	49.2	14.2	25.8	59.3	27.5	34.7	36.9
9. Generally, teachers expect the same things of girls and boys .	1	11.0	17.6	71.3	14.2	16.5	69.3	7.4	17.9	74.4

CVTAE, UW-Stout/DPI
7267.C2

STUDENT CAREER SURVEY
Form 5/6/7

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
10. In school I am encouraged to do good work in math.	2	4.2	11.5	84.1	5.9	12.8	80.9	2.2	9.4	88.4
11. In school I am encouraged to do good work in science	2	4.4	13.3	82.0	6.1	15.6	77.8	2.2	10.7	87.1
12. In school I am encouraged to do good work in reading	2	4.3	14.3	81.2	4.7	16.3	78.5	3.9	11.3	84.8
13. Doing good work in school is important to me	4	1.8	7.8	89.9	2.6	9.9	86.8	.8	5.2	93.7
Work Section										
14. In school we learn about different careers	0	18.3	36.4	45.3	17.3	32.9	49.9	19.3	40.2	40.5
15. Men are generally paid more than women for doing the same job.	1	45.6	32.5	21.7	44.2	33.6	22.2	47.4	30.9	21.5
16. Teachers have helped me think about careers.	4	28.4	26.5	44.5	28.8	26.0	44.4	27.3	27.3	45.2
17. Most women work because they need the money.	3	26.4	33.0	40.2	18.9	34.5	46.6	35.3	31.4	32.5
18. The amount of money I will make is important to me when thinking about my career	2	14.0	23.1	62.6	10.9	19.1	69.5	17.6	28.1	54.3
19. It would be okay with me if a man was a nurse.	3	19.6	16.2	63.8	22.9	17.7	59.1	15.4	14.6	69.4
20. It would be okay with me if a woman was an auto mechanic . . .	0	12.9	14.9	72.2	18.0	15.1	66.9	7.2	14.9	78.0

CVTAE, UW-Stout/DPI
7267.C3

STUDENT CAREER SURVEY
Form 5/6/7

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
21. I would consider becoming a carpenter.	3	61.6	22.6	15.4	53.2	22.9	23.9	72.2	22.3	5.5
22. I would consider becoming a secretary.	3	52.0	27.3	20.4	75.4	18.7	5.9	25.1	37.7	37.2
23. Computers and other forms of technology, like robots, are changing what kind of jobs there will be in the future	3	5.9	19.0	74.7	6.1	12.5	81.3	5.8	26.4	67.8
24. I feel the work I do in school is preparing me for jobs of the future	6	6.1	16.6	76.6	7.6	16.5	75.4	4.4	16.5	78.8
25. I would consider owning my own business.	4	17.3	30.3	51.8	18.4	27.2	54.1	16.3	34.2	49.6
26. Boys should be able to have any job.	6	16.3	15.2	67.8	17.7	15.4	66.4	14.9	14.9	70.0
27. Girls should be able to have any job	5	19.2	14.8	65.4	27.9	16.5	55.3	9.4	12.7	77.7
28. Most men work because they need the money.	11	25.9	32.7	39.9	26.0	29.8	43.3	26.2	36.4	36.4
29. I believe I will work at a paying job most of my life.	6	5.7	28.3	65.2	5.7	23.2	70.7	5.8	34.2	59.8
Family Section										
30. Women are working at paid jobs nearly as many years as men . .	6	12.6	42.1	44.5	16.3	40.9	42.3	8.5	43.5	47.7

STUDENT CAREER SURVEY
Form 5/6/7

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
31. More and more children live in homes with just one parent. . .	8	13.4	38.1	47.5	15.1	39.0	45.2	11.6	36.9	51.0
32. I plan to have a job	7	.5	3.7	94.9	.9	4.3	94.3	.0	3.0	96.4
33. I plan to have a family and a job.	6	4.8	19.6	74.8	6.9	19.4	73.3	2.5	20.1	77.1
34. I have learned about different jobs from watching television .	4	13.7	16.3	69.5	13.2	14.2	72.3	14.3	18.7	66.9
35. My family has helped me plan what I should be when I grow up .	6	33.6	27.3	38.3	30.0	28.6	40.7	38.0	25.9	36.1
36. In our family, males and females share work at home.	9	15.7	12.5	70.7	14.2	16.1	68.6	17.6	8.3	73.8
Self-Awareness Section										
37. I feel good about myself	4	4.6	12.0	82.9	4.5	11.6	83.9	4.7	12.7	82.4
38. I feel like I could be whatever I want to be when I grow up. .	5	6.1	11.8	81.5	8.0	13.0	78.5	3.9	10.5	85.7
39. The way I feel about myself affects how well I do something. .	4	9.2	19.0	71.3	10.9	17.5	71.6	7.4	20.4	71.9
40. I like to learn to do new things	4	2.8	13.8	82.9	3.8	16.3	79.9	1.7	10.7	87.3
41. My friends and I talk about what we will be when we grow up. .	5	22.0	21.5	55.9	25.8	21.5	52.5	17.6	21.5	60.6

STUDENT CAREER SURVEY
Form 5/6/7

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	D	U	A	D	U	A	D	U	A
42. It is important to my parents what career I choose	6	20.2	35.8	43.2	19.4	35.5	44.7	21.5	36.4	41.9
43. My parents would support me in whatever career I choose. . . .	8	6.4	21.9	70.7	7.6	24.3	67.6	5.2	18.7	75.2
44. I think people should choose careers based on what they are good at.	4	3.8	10.4	85.3	5.0	8.3	86.5	2.5	12.9	84.6

CVTAE, UW-Stout/DPI
7268.C1

DATA TABULATION WORK SHEETS

STUDENT CAREER SURVEY
Form 7/8/9

Directions: This form is designed to be used with data compiled from student surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = 93 Male = 59 Female = 34

Key: 1 = Disagree (D)
2 = Unsure (U)
3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
School Section										
1. In our school teachers treat boys and girls the same way . . .	0	31.8	26.3	41.9	34.1	26.9	38.9	29.0	25.8	45.2
2. Teachers help me consider many different career choices, including nontraditional occupations	2	26.4	43.7	29.7	27.2	45.6	27.2	25.4	41.5	32.6
3. In our school, there are courses that are clearly "boys' courses" and "girls' courses".	5	49.7	21.8	27.9	45.1	25.6	29.1	54.1	18.4	26.8
4. Teachers expect the same things from girls and boys.	4	17.0	15.6	66.8	18.1	17.9	63.7	15.5	13.8	70.0
5. In my classes, boys and girls are placed in separate groups for activities or projects	5	75.5	14.0	9.9	72.8	16.3	10.7	77.8	11.8	9.4
6. I believe I have the right to enroll in any course in the school	26	5.3	14.9	76.6	6.9	16.3	73.6	3.6	13.5	79.7
7-11. I will plan my high school classes based on:										
7. my interests.	0	1.9	9.8	88.4	2.7	12.3	85.1	1.2	7.5	91.3
8. what I am good at	0	3.5	14.3	82.1	3.2	13.9	82.9	3.9	14.3	81.6

STUDENT CAREER SURVEY
Form 7/8/9

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
9. what my friends are taking.	14	41.6	37.8	18.9	37.1	39.5	22.1	45.7	36.7	15.5
10. what I need for college	2	5.0	15.1	79.6	6.4	17.1	76.3	3.6	13.0	83.1
11. as preparation for a career	9	2.8	12.8	83.4	3.5	13.1	82.7	1.9	12.3	84.3
12-14. In school I am encouraged to do good work in:										
12. math.	2	4.9	8.8	86.1	5.6	11.5	82.9	3.6	6.0	89.9
13. science	0	6.0	13.6	80.4	6.1	14.9	78.9	5.3	12.8	81.9
14. reading	2	9.8	21.2	68.8	12.0	21.6	66.1	7.5	20.5	71.7
15. Doing good work in school is important to me	2	4.0	16.3	79.5	5.1	20.5	74.1	2.9	12.1	84.8
16. Doing good work in school will help me prepare for a good career	4	1.5	12.4	85.6	2.7	14.1	82.7	.5	10.1	88.9
Work Section										
17. Most women work because they need the money.	0	35.5	34.7	29.8	26.4	38.7	34.9	43.7	31.2	25.1
18. The majority of people living below the poverty level are women and their children	3	39.9	42.8	16.9	28.3	51.7	19.5	51.2	34.5	14.0

STUDENT CAREER SURVEY
Form 7/8/9

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
19. Women and men should be trained to get good jobs	1	2.8	10.1	87.0	2.7	9.3	88.0	2.9	10.4	86.7
20. Nine out of ten women work for pay sometime during their lives	2	3.6	31.5	64.6	3.2	32.5	64.3	3.4	31.4	65.0
21. Most men work because they need the money	8	18.8	32.2	48.1	15.5	29.6	53.6	21.5	34.8	43.2
22. Women make up eight percent of engineers	4	6.8	73.6	19.1	8.8	71.5	19.7	4.6	75.8	18.8
23. Engineers make an average salary of $34,000 a year	7	5.6	79.1	14.4	8.5	70.9	19.5	2.7	87.2	9.7
24. Ninety-nine percent of all secretaries are women	5	10.5	36.4	52.4	10.1	36.8	52.3	10.6	36.2	52.9
25. Secretaries make an average salary of $12,000	11	5.8	80.1	12.8	8.3	73.6	17.1	3.4	86.0	9.2
26. Overall, women make 64 cents for every dollar men make	4	17.3	64.6	17.6	13.9	64.3	21.3	20.3	65.0	14.5
27. "Women's jobs" and "men's jobs" are becoming a thing of the past	3	8.5	21.2	70.0	9.1	23.2	67.5	8.0	19.1	72.7
Family Section										
28. More and more children live in homes with just one parent	2	5.8	22.0	72.0	6.9	25.3	67.7	4.6	19.1	76.1

STUDENT CAREER SURVEY
Form 7/8/9

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
29. I have learned about different careers from watching TV. . . .	4	14.0	17.3	68.2	13.6	15.5	70.7	14.7	18.8	66.2
30. In our family males and females share jobs at home	7	16.9	12.3	70.0	14.7	14.1	70.9	19.1	10.6	69.1
31. I plan to have a career.	4	2.1	7.6	89.7	2.1	8.0	89.6	1.4	7.5	90.6
32. I plan to have a family and a career	4	5.0	25.8	68.7	5.6	26.7	67.7	4.1	24.9	70.3
33. In most families, both parents work at jobs outside the home .	4	5.6	24.3	69.6	6.1	25.9	67.7	5.1	23.2	71.3
Self-Awareness Section										
34. I would like to find out more about possible careers	2	6.5	16.9	76.3	6.9	18.9	73.9	6.3	14.7	79.0
35. It is important to my parents what career I choose	4	22.7	34.5	42.3	21.9	35.2	42.4	23.7	33.6	42.5
36. I feel good about myself	2	5.6	18.4	75.7	2.7	16.5	80.5	8.2	19.6	72.2
37. I feel I could be whatever I want to be when I grow up	2	8.1	15.6	76.0	6.4	18.7	74.7	9.2	13.0	77.8
38. The way I feel about myself affects how well I do something. .	3	5.4	18.6	75.6	4.3	21.1	74.1	6.0	16.4	77.5
39. I like to learn to do new things	4	4.1	20.3	75.1	5.3	22.4	72.3	2.9	17.9	78.5

CVTAE, UW-Stout/DPI
7268.C5

STUDENT CAREER SURVEY
Form 7/8/9

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of	TOTAL %			MALE %			FEMALE %		
	Omits	D	U	A	D	U	A	D	U	A
40. I feel like I am good at many things	3	9.1	20.7	69.8	6.4	17.6	76.0	11.6	23.4	64.5
41. My parents would support me in whatever career I choose. . . .	5	8.3	22.5	68.6	10.4	24.3	64.5	6.5	21.0	72.2
42-45. The place I would go to get the help in planning my career is:										
42. parents	2	7.8	20.0	72.0	7.2	20.0	72.8	8.2	20.0	71.5
43. teachers.	3	18.5	36.3	44.8	23.2	40.8	35.7	14.0	32.1	53.6
44. other people I know	6	8.6	32.2	58.4	11.2	33.6	54.7	6.3	30.4	62.6
45. counselors	11	24.4	33.9	40.3	28.8	36.3	33.6	20.3	31.9	46.6

DATA TABULATION WORK SHEETS

Directions: This form is designed to be used with data compiled from student surveys. For each item, enter the percentage of yes and no responses for the total group, then by male and female.

Total N = _____ Male = _____ Female = _____

Key: 1 = Disagree (D)
2 = Unsure (U)
3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
School Section										
1. I have been encouraged to enroll in vocational courses based on my abilities and interests.	1	20.8	35.1	44.0	20.6	36.4	43.1	20.9	34.2	44.6
2. Women and men in nontraditional careers have come to talk to students in our school about their jobs.	3	37.3	37.6	24.7	36.7	38.9	24.4	37.8	36.2	25.3
3. I know someone who has a nontraditional career	4	19.1	29.0	51.4	21.4	35.0	43.1	16.8	22.7	59.9
4. Teachers generally treat males and females the same.	1	33.9	20.0	46.0	40.6	18.1	41.4	28.3	21.4	50.3
5. Teachers actively encourage me to consider a wide range of career choices; including nontraditional occupations	1	28.1	33.2	38.6	29.4	36.1	34.2	26.8	30.1	43.1
6. In our school, there are support groups for students enrolled in nontraditional classes.	5	35.1	51.3	12.9	30.6	55.3	13.6	39.8	47.7	12.0
7. Teachers expect the same achievement from males and females. .	6	18.7	19.7	60.8	20.3	18.9	60.3	16.8	19.6	62.5

CVTAE, UW-Stout/DPI
7269.C2

STUDENT CAREER SURVEY
Form 9/10/11

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

	STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
			D	U	A	D	U	A	D	U	A
8.	Teachers point out examples of stereotyping in textbooks and other materials.	5	19.6	36.4	43.3	21.1	38.6	40.3	17.9	34.4	46.7
9.	My counselor suggests classes I need for my career choice.	4	34.9	23.5	41.1	33.6	24.4	41.9	36.5	21.9	40.8
10.	The counselors maintain up-to-date career information that can be used in making career choices	4	11.7	39.9	47.8	13.3	39.7	46.4	10.5	40.1	49.0
11.	Counselors have helped me with my career choices	2	51.7	23.0	25.1	49.2	23.1	27.5	54.1	23.0	22.7
12.	In our school, there are courses that are clearly "boys' courses" and "girls' courses".	0	48.2	25.2	26.6	42.5	27.2	30.3	53.6	23.2	23.2
13.	Career and vocational courses are designed so the content is appropriate to both males and females.	2	6.8	39.2	53.8	7.8	39.4	52.8	5.4	38.0	56.1
	Work Section										
14.	I will work at a paying job most of my life.	0	3.1	14.4	82.5	4.2	14.2	81.7	2.0	13.8	84.2
15.	Sixty percent of those persons living below the poverty level are women who are the main source of income for their families	0	18.4	63.1	18.5	15.8	65.6	18.6	20.9	61.2	17.9
16.	Nine out of ten women work for pay sometime during their lives.	0	3.4	26.5	70.1	5.8	30.3	63.9	1.3	23.0	75.8

CVTAE, UW-Stout/DPI
7269.C3

STUDENT CAREER SURVEY
Form 9/10/11

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
17. The average women will work outside the home between 20-40 years in her lifetime.	3	8.5	43.1	48.0	13.3	48.3	38.3	4.1	38.3	57.7
18. Women make up 15 percent of physicians in the U.S.	3	8.6	52.0	39.0	10.3	52.5	37.2	7.1	51.8	41.1
19. Physicians, in a clinic, make an average salary of $74,000	3	6.1	67.6	25.8	8.6	60.0	31.4	3.6	75.0	21.4
20. Nurses earn an average salary of $26,000	6	5.7	69.5	24.0	6.9	65.0	27.8	4.8	74.0	20.9
21. Ninety-nine percent of all secretaries are women	6	11.4	31.3	56.5	12.2	32.2	55.0	11.0	30.9	57.9
22. Secretaries make an average salary of $12,000.	10	11.5	70.2	17.0	16.1	61.9	20.3	7.7	78.6	13.8
23. On an average, women make 64 cents for every dollar men make	6	17.2	58.7	23.2	17.5	56.4	25.6	16.3	61.7	21.7
24. "Women's jobs" and "men's jobs" are becoming a thing of the past	4	7.7	18.9	72.8	9.7	21.1	68.9	5.9	15.3	78.8
Family Section										
25. My parents encourage me to explore different career possibilities.	4	14.0	13.1	72.5	12.8	15.8	71.1	15.3	9.7	75.0
26. My parents believe the career I choose should pay well	6	14.9	26.2	58.1	11.1	27.2	61.1	18.9	24.7	56.1

CVTAE, UW-Stout/DPI
7269.C4

STUDENT CAREER SURVEY
Form 9/10/11

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
		D	U	A	D	U	A	D	U	A
27. I have learned about different careers from watching TV. . . .	6	22.6	17.5	59.1	23.1	18.1	58.1	22.2	16.3	61.5
28. I plan to have a career.	4	3.8	5.6	90.1	5.3	6.4	88.1	2.3	3.6	94.1
29. I plan to have a family and a career	4	7.7	24.5	67.2	8.1	27.5	64.2	7.4	21.2	71.4
30. My parents would support me in whatever career I choose. . . .	4	8.9	19.1	71.5	11.4	23.9	64.4	6.6	14.0	79.3
Self-Awareness Section										
31. My future career is important, so I want to start preparing for it now by taking the right classes	3	3.8	10.6	85.2	6.4	14.4	79.2	1.5	6.4	92.1
32. Women, as well as men, work to provide for themselves and for their families	4	3.5	9.9	86.0	5.6	15.6	78.6	1.5	3.6	94.9
33. I believe I have the right to enroll in any course in our school	6	3.5	8.5	87.2	5.3	10.6	83.6	1.3	5.6	92.9
34. I feel good about myself	6	6.1	22.8	70.2	4.2	22.2	72.8	7.7	23.2	69.1
35. I view my career primarily as a way to make some extra money .	5	39.9	23.9	35.5	32.8	26.4	40.6	47.7	20.9	31.1
36. I view my career primarily as something to do before marriage.	9	47.9	29.2	21.7	44.2	32.2	22.5	52.8	26.3	20.4

CVTAE, UW-Stout/DPI
7269.C5

STUDENT CAREER SURVEY
Form 9/10/11

Key: 1 = Disagree (D) 2 = Unsure (U) 3 = Agree (A)

	STATEMENT	# of Omits	TOTAL %			MALE %			FEMALE %		
			D	U	A	D	U	A	D	U	A
37.	I view my career primarily as a way to use and develop my abilities.	5	8.6	25.5	65.3	11.4	29.7	58.6	5.6	21.7	72.7
38.	I view my career primarily as a lifetime experience which helps meet economic and psychological needs.	7	6.9	29.1	63.1	8.6	32.2	58.3	4.8	26.0	69.1
39.	I feel I could be whatever I want to be.	5	7.0	15.4	76.9	7.5	16.4	75.8	6.6	14.3	79.1
40.	I feel like I am good at many things	9	9.1	21.0	68.7	7.5	17.2	74.7	10.5	23.7	65.1

APPENDIX B

Cadre Participant List

1990-91 Wisconsin Vocational Gender Equity Cadre Participants

5/15/91

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CESA #11
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711

Donna Coomer, Coordinator
Curriculum & Staff Development
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Lorraine Davis
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104 East Locust Street
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Nancy Graese
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CESA #12

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Ashland, WI 54806
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Jobs Target Program Director
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Virginia Metzdorf
Director of Instruction
Hayward Public Schools
316 West 5th Street
Hayward, WI 54843
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Others:

Linda Riley, Project Director
Equity Leadership Project
Center for Vocational, Technical
and Adult Education
UW-Stout
219 Applied Arts Building
Menomonie, WI 54751
(715) 232-1885

Barbara Schuler, Administration
Vocational Equity
Single Parent Programs
Bureau for Vocational Education
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Barbara Bitters, Section Chief
Culture and Equity Section
Bureau for Vocational Education
WI Department of Public Instruction
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Madison, WI 53707-7841
(608) 266-9609

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Research Promotion Services
Route 2 Box 112A
Menomonie, WI 54751
(715) 232-2477

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Cultural Diversity and Equity Section
Bureau for Special Needs Programs
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Barbara Dougherty, Director
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1025 East Johnson
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(608) 263-3679

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Department of Health and Social Services
Division of Community Services
1 West Wilson Street
P.O. Box 7851
Madison, WI 53707
(608) 267-3712

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(608) 266-0043

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1025 East Johnson
Madison, WI 53706
(608) 263-5936

APPENDIX C

Cadre Meeting Agendas and Evaluations

WISCONSIN GENDER EQUITY CADRE MEETING

Tuesday and Wednesday, September 18-19, 1990

AGENDA

TUESDAY

8:30-9:00	9:00-9:45		9:45-10:45	10:45-11:00	11:00-12:00	12:00-1:30	1:30-3:00	3:00-3:15	3:15-4:15	4:15-4:45
Coffee, rolls	Intoductions Overview	Level 1	**How Sex Role Stereotyping Hurts Boys & Girls** Robert Worner (Work/Life)	Break	**Equity & Educational Outcomes** Jim Lee CESA # 12	**Lunch with Speaker** Robert Worner Work/Life	**History of Equity** Barbara Bitters DPI	Break	**Introduction to Foxwell/Bitters Model** Cecile Hoffman CESA #3	**Project Options & Selection** **Needs Assessment** **Wrap-Up** **Adjourn**
		Level 2	**Introduction to Multi-cultural Issues** Barbara Bitters DPI		**Native American Issues - Legislation Curriculum Models** Alan Caldwell DPI		**Overview of EQUITY TRAINING MODELS** Marta Larson Programs for Educational Opportunities-University of Michigan		**Issues for Gay & Lesbian Youth** Eileen Littig CESA #7 Barbara Bitters DPI	**6:00 p.m.** **All American Cook-Out** (casual)

over please

WEDNESDAY

8:00-8:30		8:30-9:30	9:30-10:30	10:30-10:45	10:45-12:00	12:00-1:00	1:00-3:00	3:00-3:30
Coffee, rolls	Level 1	**Equity & Vocational Education** People & Work Jim Lee CESA 12	**Equity Issues by Discipline** Melissa Keyes DPI	Break	**Project Development Time**	**Lunch**	**Quality Improvement Concept** **Implications for Equity** Debbie Mahaffey WBVTAE	**Wrap-Up** **Evaluation** **Adjourn** **DRIVE SAFELY**
	Level 2	**How to Conduct a Successful Inservice** Questions & Answers Discussion Melissa Keyes DPI	**Overview of Equity Training Model** Marta Larson Programs for Educational Opportunities-University of Michigan					

SUMMARY

PARTICIPANT REACTION FORM

CADRE MEETING #1

September 18-19, 1990

Wisconsin Dells, WI

❑ Level I Participant

❑ Level II Participant

Please complete the following questions by giving your frank opinions and reactions.

						Summary
1. How new were the topics or materials to you?	1 Not New	2	3	4	5 Very New	3.73
2. How relevant or useful was the training to your work - did it meet your needs?	1 Not Very Useful	2	3	4	5 Of High Value	3.94
3. Do you feel the ideas and concepts can be immediately integrated into your work?	1 No	2	3 Somewhat	4	5 Yes	4.0
4. How effective were the presentations in getting ideas across to you?	1 Not Effective	2	3	4	5 Highly Effective	4.24

5. Was there enough opportunity for questions and discussion?

Too Much _____ All That Was Needed **14** Should Have Been More **3**

6. What was the most helpful information for you?

See Attached

7. What was the least helpful information for you?

See Attached

8. How would you rate the overall training? 1 2 3 4 5 — **4.20**
(1 Poor, 5 Excellent)

Comments:

See Attached

9. Please rate the following:

Meeting Facilities	1	2	3	4	5	1.82
Workshop Correspondence	1	2	3	4	5	4.07
Rooms	1	2	3	4	5	2.62
Meals	1	2	3	4	5	2.36

Other: **See Attached**

Name: _____ (optional)

Question 6: **What was the <u>most</u> helpful information for you?**

<u>Responses</u>:

All (2) Native American, History of Equity, Good Speakers and Resource Materials, New strategies and ideas, Discussion, Clarifications and interaction with other Cadre members, How to Conduct an inservice (2), Training Models (2), Use of Model, Multi-cultural (3), Hands-on Materials, Quality Improvement (2).

Question 7: **What was the <u>least</u> helpful information for you?**

<u>Responses</u>:

Nothing (4), Trends and Stats, Some discussion focused on things we already knew, How to Run Inservices, Multi cultural, Quality Improvement (2), Issues of Gay and Lesbian Youth, Computer Information - five years old, Videos - ten years old.

<u>Comments</u>: Thanks! Looking forward to November conference. Training two groups was a good idea. Good job. Good speakers. Good transitioning through change in leadership. Liked introduction to multi-cultural. I should have spend more time meeting new people.

<u>Other</u>: Holiday Inn in Dells next time.
Courtesy list of restaurants would be nice.
Build in more time for questions and answers.
Like Stevens Point better.
Rooms were horrible. George Washington slept in my room.
Don't hold another meeting at Dell View again.
It was my first time and I am glad to be part of the group.

Registration Form (continued)

University of Wisconsin-Stout asks that you voluntarily respond to the questions below. This demographic information will be used to enhance our programming efforts. Please check the appropriate boxes.

Gender: M F

Age: Under 18 18 - 34
35 - 49 50 - 64
65 and over

Heritage:
- American Indian
- Asian
- Black
- Hispanic
- White or other _____

Annual Income:
- Under $15,000
- $15,000 - 24,999
- $25,000 - 34,999
- $35,000 - 44,999
- $45,000 - 54,999
- Above $55,000

Education:
- Less than High School
- High School/GED
- Some Postsecondary
- Associate Degree
- Bachelor's Degree
- Advanced Degree

Occupational Area:
- Professional, technical
- Sales and managerial
- Processing, machine trades, benchwork, structural, transportation and mining
- Other _____

If you feel that you may need disability-related accommodations for this conference, please notify the Office of Continuing Education/Extension and Summer Session as soon as possible.

Stout reserves the right to cancel the program due to low enrollment. The university is not responsible for any costs incurred due to cancellation.

Return Form and Payment to:

Statewide Sex Equity Conference
Office of Continuing Education/
Extension and Summer Session
University of Wisconsin-Stout
Menomonie, WI 54751

GENERAL INFORMATION

Dates:
Preconference Workshop
Wednesday, November 14

Conference
Thursday-Friday
November 15-16

Location:
Holiday Inn Holidome
Stevens Point, Wisconsin

Fees:
Preconference Workshop
Early Registration $75
(through October 23)

Registration $95
(after October 23)

Conference
Early Registration $65
(before October 23)

Registration $85
(after October 23)

Fees include lunch, breaks, and conference materials.

Accreditation:
The preconference workshop has been approved for .5 Continuing Education Units (CEU's). The Conference has been approved for 1 CEU by UW-Stout. Application has been made for DPI Equivalency Clock Hours.

Lodging:
A block of rooms has been reserved at the Holiday Inn Holidome at the state rate. To guarantee this rate, reservations must be made by October 23, 1990. Reservations may be made by calling 715-341-1340. When making reservations, identify yourself as a participant in the Statewide Sex Equity Conference.

Parking:
Complimentary parking is available at the Holiday Inn Holidome.

For more information contact:
Office of Continuing Education/
Extension and Summer Session
University of Wisconsin-Stout
Menomonie, WI 54751
800-45-STOUT
715-232-2693 (local)

UW-Stout and UW-Extension:
Bridging the gap between research and practice;
Organizing knowledge for action

Office of Continuing Education/Extension
and Summer Session
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Non-Profit Organization
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Menomonie, Wisconsin
Bulk Permit No. 3

Time Value

1990

STATEWIDE
Sex Equity Conference

November 15 and 16

Preconference Workshop
November 14

Co-sponsored by:
Wisconsin Board of Vocational, Technical, and Adult Education
Wisconsin Department of Public Instruction
Wisconsin Vocational Gender Equity Cadre
University of Wisconsin-Madison
Vocational Studies Center
University of Wisconsin-Stout
Center for Vocational, Technical, and Adult Education
Office of Continuing Education/Extension and Summer Session

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PRECONFERENCE WORKSHOP

Wednesday, November 14
9:00 a.m. - 4:00 p.m.

Power Teaching
Shirley McCune, Senior Director
Mid-continent Regional Educational Laboratory (McREL)
Denver, Colorado

A full day workshop addressing the complex process of teaching diverse groups of students. Power Teaching is a program for educators, including teachers, specialists and administrators, who want to increase their knowledge and skill in working with all students. Equity issues are an integral part of this approach. It will provide you with a new view of teaching and learning.

Power Teaching is organized around four primary components. These include the following:

- The need for positive self-concept
- The need for strong programs of language and literacy development
- The development of numeric and symbolic logic
- The extension of the students' world view

These four components, when added to basic teaching skills, ensure that teachers can provide a more powerful, positive impact on the lives of their students. Power Teaching is being used in school districts throughout the country that are working to provide new opportunities in the educational structure to benefit student learning.

Your instructor:

Dr. Shirley D. McCune, a native of Colorado, has worked as a classroom teacher, university faculty member, educational researcher, education association manager, and federal executive. Her interests have included community development, educational equity, and the restructuring of education to meet the needs of our evolving information society.

Shirley is currently a Senior Director with the Mid-continent Regional Educational Laboratory (McREL), a non-profit institution committed to helping state agencies and local schools restructure themselves to increase school efficiency, effectiveness, and relevance. She is Director of the McREL Center for Educational Equity. In this capacity, Shirley is responsible for the supervision of work with state-level decision makers on school improvement issues. In addition, she is President of Learning Trends, a Denver-based research and development firm working to monitor societal and educational trends and identify their actual and potential implications for education policies, practices, and programs.

Dr. McCune has authored or co-authored research reports, articles, training models, and monographs. She is an experienced conference planner and trainer and has worked with educators, state leaders and legislators, business organizations, and federal agencies.

Preconference workshop enrollment is limited to 75 on a first-come, first-served basis.

CONFERENCE

Tentative Agenda

Thursday, November 15

■ 8:00 - 9:00 a.m.
Registration/Refreshments

■ 9:00 - 10:15 a.m.
General Session
Kent Koppelman
Chair
Department of Educational Foundations
University of Wisconsin-LaCrosse

■ 10:30 - 11:45 a.m.
Concurrent Sessions
Strategies for Promoting Equity
These sessions will show you how to implement and promote equity in your educational system and community.
(choose one)
- Promotion
- Staff Development
- Affirmative Guidance/Career Planning
- Curriculum/Human Relations
- Administrative/Legal
- Classroom/School Environment
- Parent/Community

■ 12:00 - 1:30 p.m.
Lunch in the Holidome

■ 1:30 - 2:30 p.m.
General Session
Lee Anne Bell
Associate Professor
State University of New York
at New Paltz

■ 2:30 - 2:45 p.m.
Refreshment Break

■ 2:45 - 4:00 p.m.
Concurrent Sessions
Repeat of the 10:30 sessions
(choose one)

Friday, November 16

■ 8:00 - 8:30 a.m.
Refreshments

■ 8:30 - 9:30 a.m.
General Session
Craig Flood
Director
New York State Occupational
Education Equity Center

■ 9:40 - 10:30 a.m.
Equi-link Sharing Session
In these small group sessions meet with those from VTAE, local school districts, CESA's and universities within your geographic area to learn what's happening and link together to develop equity actions.

■ 10:45 - 11:40 a.m.
Concurrent Sessions
Building Equity Knowledge - Session I
(choose 1 of 5)
These sessions are designed to provide an opportunity for those involved in equity at the local level to share examples of how they have infused equity into the classroom and school environment. Topics will include multi-culturalism, leadership, gifted and talented, counseling, math, science, athletics, evaluation, and more.

■ 11:50 - 12:45 p.m.
Concurrent Sessions
Building Equity Knowledge - Session II
(choose 1 of 5)

■ 12:45 - 2:00 p.m.
Luncheon and Speaker
Katherine Keely
President, CHART/WEDCO

1990

Statewide Sex Equity
Preconference and Conference

Registration Form

Name: _____

SSN: _____

Address: _____
street

_____
city

_____
state zip county

Phone: (Home) _____

(Business) _____

Occupation _____

Employer _____

* Providing this information is optional

Fees:

☐ **Preconference**
Wednesday, November 14
Early registration (by Oct. 23) $75.00
Registration (after Oct. 23) $95.00

☐ **Conference**
Thursday-Friday, November 15-16
Early registration (by Oct. 23) $65.00
Registration (after Oct. 23) $85.00

$ _____ **Total Amount Enclosed**

Method of Payment:
(Please check one)

☐ Check (payable to UW-Stout)
☐ Purchase Order (# _____)
☐ MasterCard (16 digits)
☐ Visa (16 digits)

Card Number: _____

Expiration Date _____

_____
Cardholder Name (please print)

_____
Cardholder Signature*
* This gives UW-Stout authorization to charge the registration fee to the above credit card.

You may FAX your registration form if you are paying by charge card. Use our FAX number: (715) 232-3385

(Please continue on other side.)

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PRECONFERENCE WORKSHOP

Wednesday, November 14, 1990
9:00 a.m. - 4:00 p.m.

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Shirley McCune, Senior Director
Mid-continent Regional Educational Laboratory (McREL)
Denver, Colorado

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1990

STATEWIDE Sex Equity Conference

November 15 and 16

PROGRAM

SCHEDULE

Thursday, November 15

8:00 a.m. - 9:00 a.m. **Registration /Refreshments** — **Preconvene II**

9:00 a.m. - 10:15 a.m. **General Session**

■ **"Sex, Lies and Videotape: Misperceptions of Gender Equity"** — **Salons H-I-J**
Kent Koppelman
Chair, Dept. of Educational Foundations
University of Wisconsin-La Crosse
There is much confusion in the public perception of various gender equity issues. This presentation will explore the confusion regarding sexual attitudes, the distortion of gender equity issues, and the role of the media in contributing to these problems. Since even adults are confused, we should expect similar confusion concerning gender equity from students. Educators can play a significant role in clarifying the issues and correcting the misperceptions.

10:15 a.m. - 10:30 a.m. **Break**

10:30 a.m. - 11:45 a.m. **Concurrent Sessions**
Strategies for Promoting Equity

■ **Being Prepared--Before a Complaint** — **The Deck**
Pam Hilleshiem-Setz, Special Projects Coordinator
Stoughton Area Schools and
Paul Zavada, District Administrator
Kansasville School
This session will focus on policy that needs to be in place to comply with ss. 118.13 (Pupil Nondiscrimination). Point out information necessary to complete the year end report (if a complaint is filed with the designated employee) and relate two stories of ours as "practic .. cases" for other designated employees to deal with.

■ **Equity in the Classroom, Who's Responsible?** — **Salon H**
Barb Voight, School Counselor
Spencer Public Schools and
Rich Miesfeld, Student Services Director
Sheboygan Falls School District
Various approaches to teaching equity in the classroom will be addressed. Activities will be related to classroom curriculum. Modeling behaviors are also a key component of this sectional.

■ **Gender Joggers: A Tool for Promoting Equity in Your Schools** — **Salon I**
Charlotte Thorncroft, Business Education Teacher
Potosi Schools
What is a Gender Jogger? How can I use it to promote equity in my school? This session will share ideas from the Potosi School District Gender Equity Committee. They have been working for three years to help the district meet the Wisconsin DPI Standards for Educational Excellence. Come see if you can pick up some ideas to use in your district.

■ **Improving the Climate of Postsecondary Classrooms for Women and Minorities** — **Salon K**

Virginia Wolf, Affirmative Action Officer and
Howard Lee, Sue Foxwell and Sharon Nero
Steering Committee for the WCWC Classroom Climate Project for Women and Minorities.
University of Wisconsin-Stout

Reviews the process occurring at the WCWC schools (UW-Eau Claire, UW-La Crosse, UW-River Falls, and UW-Stout) to train instructors to improve their classroom climate. Describes an initial conference, three training seminars, proposed projects by the 75 instructors involved, and a final conference. Suggests possible follow-up activities for 1991-'92.

■ **Leadership Development Through Mentorship** — **Salon J**

Ruth McMillion, Leadership Identification Program Manager
Chippewa Valley Technical College

Everyone in an educational setting needs an understanding of the multifaceted behaviors involved in mentoring. The Leadership Identification Program (LIP) has used effective mentoring relationships for women and culturally diverse people in the VTAE system since 1982. This session will help you apply mentoring relationships to your personal development or the development of your students.

■ **Women in Management - An Instructional Unit** — **Upper Lounge**

Joan Senn, Business Administration-Finance and
Nancy Strohbusch, Special Program Coordinator/Facilitator
Southwest Wisconsin Technical College

Presentation of an instructional unit to introduce students to the special challenges confronting women in management positions and the firms that are currently opening their doors to professional women. The unit includes a suggested course outline, learning activities, reference materials, and bibliography. Participants are encouraged to bring materials/ideas to share so that this unit may be expanded.

■ **Working with Parent & Community Organizations** — **Salon L**

Charlene Peterson, Vocational Director
Superior School District

Speaking to parent and community organizations is an excellent way to get the equity message beyond the walls of the school. Ideas will be shared for agenda topics, transparencies and handouts to use, videotapes and resource books to use, and a list of ideas for activities that these groups can organize and sponsor to help youth break down gender, racial, mobility and other barriers in their community.

12:00 p.m. - 1:30 p.m. **Lunch** — **Holidome**

1:30 p.m. - 2:30 p.m. **General Session**

■ **"Sex Equity in the 90's: Taking Stock as We Construct A Vision for the 21st Century"** — **Salons H-I-J**

Lee Anne Bell, Associate Professor
State University of New York - New Paltz

This address will present an overview of what researchers and practitioners have learned about implementing sex equity since the

passage of Title IX. I will highlight the areas where we have been successful as well as identify what has not worked and the obstacles that remain. Current trends in research and promising practice will be described as a basis for constructing a vision for sex equity practices in the future.

2:30 p.m. - 2:45 p.m. **Break**

2:45 p.m. - 4:00 p.m. **Concurrent Sessions**
Strategies for Promoting Equity

A Cooperative Venture: Pooling Resources to Expand Options — **Salon K**
Jackye Thomas, Women's Initiative Officer
Madison Area Technical College
Cheri McKently, Assistant Director Engineering
Professional Development Degree Program
University of Wisconsin-Madison

Since 1983, UW-Madison and Madison Area Technical College have cosponsored and jointly planned an annual conference for women over age 25 in an effort to attract them to careers in math, science, and technical-related areas. Reasons for encouraging women to explore nontraditional careers will be reviewed as well as the inter-institutional strategies for putting on the conference. Workshops addressing barriers for women entering nontraditional careers and providing over 50 career role models will be explained. A video of a portion of the conference panel will be shown. The emphasis on connecting women with support service at various institutions should be of particular interest to educators.

Become a Conscious Communicator — **Salon I**
Dan Dieterich, Chair, Affirmative Action Committee
University of Wisconsin-Stevens Point

In this session you will explore humanitarian and economic benefits of inclusive language, learn how to eliminate sexist salutations from business letters, and discuss the ten steps to nonsexist language in speech and writing. Practical advice on how to help others become conscious of the language they use. Handouts.

Personality Types of Women Employed in Nontraditional Skilled Trades — **Salon H**
Karen Isebrands, Director of the Women's Resource Bureau, Nicolet Area Technical College

The content of this presentation has been obtained from a sample of over 300 women who are employed in the skilled trades. Carpenters, electricians, and plumbers are the largest sub-groups. The average length of employment is 7.5 years in the nontraditional occupations field; 97% of the sample was highly satisfied with the skilled trade. Suggestions will be given on three different career guidance tools which can be used to enhance career guidance with a sensitivity to women and non-traditional occupations.

Curriculum and Human Relations — **Upper Lounge**
Linda Bernhardt, Gender Equity Coordinator
Southwest Wisconsin Technical College

Discuss strategy for promoting equity in Human Relations and Social Sciences Curricula as utilized at SWTC. Assignments from

the course, Changing Roles for Men and Women, will be used to assist instructors with assessing how gender equity is infused into various disciplines.

■ **Is Your Career Off-Track** — **The Deck**
Eileen Dagen, Project Coordinator
Community Employability
Jim Heiden, Community Training Specialist
CESA 1
The presentation will focus on situations involving discrimination in the workplace. Factual information will be shared and the participants will gain knowledge in how careers are advanced, remain static, or can be shattered.

■ **Concerned Issues Organization (CIO)**
Addressing Equity Through Youth Group Organizations — **Salon L**
Judy Courtney, English Teacher
Laurel Hoeth, School Age Parent/Teen Single Parent Coordinator
Stevens Point High School
A youth group organized within our school that is concerned about gender equity issues which provides peer education for students within our community. Through their charter, they are the educating force by providing conferences, newsletters, and posters within the school setting so that students are aware of the gender equity issues that surround them in our society. Learn how the group was set up, their goals, and purposes and how they can be an effective tool in getting the gender equity message across to other students in a nonthreatening way.

■ **Equity in the Classroom** — **Salon J**
Jim Lee, Children At Risk & Job Training Program Coordinator
CESA 12
In this session participants will be introduced to the equity issue pertaining to achievement differences between males and females. An overview of attributional styles and affective domain differences will lead into a discussion of Myra and David Sadker's research findings concerning teachers and student interaction. The Sadkers' video "Intersect" will be shown.

4:00 p.m. - 5:00 p.m. **Material Display** — **Preconvene II**

4:15 p.m. - 5:15 p.m. **DPI Gender Equity Cadre Meeting** — **Salon H**

7:30 p.m. - 9:00 p.m. **VTAE Equity Network Meeting** — **Salon E**

Friday, November 16

8:00 a.m. - 8:30 a.m. **Refreshments** — **Preconvene II**

8:30 a.m. - 9:30 a.m. **General Session** — **Salons H-I-J**

■ **Achieving Equity in Education: Are We There Yet?**
Craig Flood, Director
New York State Occupational Education Equity Center
We are about to enter the third decade of promoting gender equity in our schools. Dr. Flood will explore the history and direction of those efforts, with particular emphasis on the issues relevant to the next "wave" of equity work and how we can "get there."

9:40 a.m. - 10:30 a.m. **Equi Link Sharing Session** — **Salons H-I-J**
Small Group Sessions

10:30 a.m. - 10:45 a.m. **Break**

10:45 a.m. - 11:40 a.m. **Concurrent Sessions**
Building Equity Knowledge

■ **Issues Facing Gay and Lesbian Youth** — **Salon J**
Eileen Kay Littig, Director/Producer
Northeastern Wisconsin In-School Telecommunications
Gay and lesbian youth experience loneliness, discrimination, social alienation and lack of understanding from society as a whole. This workshop will present video interviews with gay and lesbian youth, parents of gay and lesbian youth, and authorities in the field who work with gay and lesbian youth and issues that are facing these youth will be discussed. Newist/CESA 7 is producing a 30-minute video tape on issues facing gay and lesbian youth. A parent/teacher guide is being developed that will accompany the videotape. A video/print resource list will be shared with workshop participants.

■ **Achieving Equity in Gifted/Talented Programs** — **Salon I**
Ginny Metzdorf, Curriculum Coordinator
Hayward Community Schools
Girls are the only group of students who enter school scoring ahead and leave school scoring behind. This session will explore the internal and external barriers that deter girls from reaching their full potential. It will also explore ways that gifted and talented programs can be constructed to reduce the effects of sex role stereotyping and methods that schools can use to help girls overcome internal barriers to achievement.

■ **Education for Employment and Equity--A Natural Blend** — **Salon H**
Donna Sunby, Education for Employment/Gender Equity Coordinator
CESA 5
A summary of the Education for Employment standard stressing those components that most connect with equity issues will be a necessary starting point; then the presentation will include suggestions for implementing equity with specifically developed activities for three main grade levels. Sharing ideas with the audience about the future projections for equality within the workplace will be the final part of the session.

■ **Strengthening the Bridge** — **Salon L**
Julian Thomas, Affirmative Action Director
Gateway Technical College
Explain and explore base premise for gender equity discussion from my black, male view from the bridge.

■ **Women Providing Leadership-Multicultural Perspective** — **Salon K**
Linda Stewart, Executive Assistant
Wisconsin Board of VTAE
This presentation will focus on the importance of approaching sex equity from a multicultural perspective. It will also examine the need to include race and cultural sensitivity and awareness training in leadership development programs for women.

11:50 a.m. - 12:45 p.m. **Concurrent Sessions**
Building Equity Knowledge

■ **Nontraditional Roles: One Woman's Experience** **Salon L**
Beth Pierce, Sex Equity Coordinator
Beloit Technical College
Jackie Johnson, Welder
Beloit Corporation
Sex Equity Coordinator, Beth Ann Pierce, will give a brief interview of nontraditional activities of BTC. Jackie Johnson will describe her experiences as a welder in an all male corporation, and will share her journey from the world of struggling single parenthood and poverty to academic and occupational achievement.

■ **Discipline Management Strategies for Equity** **Salon K**
Marta Larson, Field Service Specialist - Wisconsin
University of Michigan
Presentation will consist of a description of a systematic approach to achieving equitable discipline. Case studies will be shared, and practical strategies will be stressed.

■ **Selecting Equitable Resources for the Library/Media Center** **Salon I**
Darlene Godfrey, Staff Development Coordinator
CESA 8
Susan Drinkwine, Curriculum Coordinator
Crandon School District
Presentation will focus on the important role library/media specialists play in promoting equity. Participants will discover a procedure for selecting equitable resources which they could adopt for their school or school district. In addition to library personnel, the sectional content will be useful and appropriate for all K-12 teachers to aid in the selection of equitable classroom resources.

■ **Equity and the Math/Science and Technology Curriculum** **Salon J**
Gerald Munyon, Vocational Education Coordinator
John Cavanaugh, Director of Instruction
CESA 10
The increasing need for bringing more students within a K-12 system into the opportunities available through Math, Science and Technology requires a basic understanding of research in gender learning and equity issues. This session will address the perspective of how gender difference and stereotyping influences student success in Math, Science and Technology. A number of resources and small group activities, including some from the EQUALS series, will be discussed and shared by Dr. Cavanaugh and Mr. Munyon.

■ **Equity in Athletics** **Salon H**
James A. Schultz, LVEC
Edgerton Community Schools
This presentation will address the issue of equity in athletics from the student's perspective. A video, "Playing in Equitable Shoes" will be viewed showing both global and local examples of inequities in sports. In addition ideas for developing staff awareness to inequities in school sports will be discussed.

12:45 p.m. - 2:00 p.m. **Luncheon and Speaker** **Salons E-F-G**

■ **Economic Development & Sex Equity: Issues for the 90's**
Kathryn Keeley, President
CHART/WEDCO
Presentation will include information on economic development and how it will impact sex equity in the 90's. Issues for women and minorities in relation to changing economy, labor shifts, and opportunities for sex equity agenda.

CO-SPONSORED BY:

Wisconsin Board of Vocational, Technical, and Adult Education
Wisconsin Department of Public Instruction
Wisconsin Vocational Gender Equity Cadre
University of Wisconsin-Madison
Vocational Studies Center
University of Wisconsin-Stout
Center for Vocational, Technical, and Adult Education
Office of Continuing Education/Extension and Summer Session

1990 STATEWIDE SEX EQUITY
PRECONFERENCE WORKSHOP

November 14, 1990
43 EVALUATIONS

1. **POSITION/TITLE:** The majority of preconference respondents occupied equity coordinator positions. Additional occupations to note: Instructors (English, Business, VTAE, Communications, Math, Family & Consumer Education), Curriculum Coordinators, Affirmative Action officer, Directors (Federal Programs, Elementary Education), Counselors (Academic Development, Career Education), Language Arts Specialists, Chancellor's Assistant, Gifted & Talented Project Coordinator, and various members of Gender Equity Committees.

2. **AGE GROUP WORKED WITH:** Majority of participants(17) work with the postsecondary level, 13 participants work with the secondary level, and 5 participants are active with the elementary level.

3. **MEMBERS OF LOCAL EQUITY PLANNING TEAM:** Of the total respondents, a majority(25) are involved with a local equity planning team.

4. **MEMBERS OF VTAE EQUITY NETWORK:** The overall majority of preconference respondents(31) are <u>not</u> currently members of VTAE Equity Network.

5. **MEMBERS OF DPI VOCATIONAL GENDER EQUITY CADRE:** A majority of respondents(29) are <u>not</u> members of DPI Vocational Gender Equity Cadre.

6. **RATING OF PRECONFERENCE WORKSHOP IN GENERAL TERMS:**
   - A. PRESENTER: excellent rating.
   - B. CONTENT: good-excellent.
   - C. HANDOUTS: excellent.
   - D. AUDIOVISUALS: good-excellent.
   - E. RELEVANCE TO WORK: good-excellent.

7. **RATE THE FOLLOWING:**
   - A. MEETING ROOM: good-excellent.
   - B. COST OF CONFERENCE: good.
   - C. WORKSHOP REGISTRATION PROCEDURE: good-excellent.

8. **RATE THE CONFERENCE STAFF:**
   - A. PRECONFERENCE COMMUNICATION: good-excellent.
   - B. AVAILABILITY FOR INFORMATION: good-excellent.
   - C. ORGANIZATION: good-excellent.
   - D. HELPFULNESS: good-excellent.

9. **OVERALL RATING OF PRECONFERENCE WORKSHOP:** good-excellent.

10. COMMENTS:

Keynote speaker does not understand that college education is not for everyone. Does equity mean that all students/humans will be college grads?

Presentation was almost all lecture-I would have appreciated more varied teaching styles in the classroom.

Sessions went too long, more short breaks or movement doing related activities.

There were high and low points in the workshop. When Ms. McCune involved the group effective points were made. When she rambled on about personal situations or presented one transparency after another, it was difficult to stay interested.

Provide something other than coffee to drink.

For the benefit of those of us who have vision difficulty, if it's worth putting up as an overhead it's worth giving out as a handout. For the moderate increase in cost, it would have made your inservice much more worthwhile to me. As it stands now-I would have been better off skipping this meeting.

With so many learning styles discussed, why not more variety because the day was total lecture with a bit of visual. I really appreciated the philosophical input about reform and the way our schools need to view the future.

Please offer fruit or cookies, brownies, etc. at break time.

The content on Science and Math research was very timely and helpful to me. I applaud the speaker's expertise and excellent handout.

I am impressed with the knowledge and ease you have in presenting us with such a wealth of information. Keep on helping others learn to live in a world with peace and justice.

Meeting room was hot, not enough air.

This was great, especially the suggestion regarding African-American.

More breaks!

Thought provoking and challenging.

Looking for more specifics on power teaching.

Difficult to hear part of the time because of the noise next door. Raise limit of participants-lower cost.

Handout was not organized, several pieces of information in it had questions but no answers. I felt that some overheads that had important information were passed over too quickly.

Call young people "children" instead of "kids".

Every time I hear Shirley McCune I feel a little less crazy because she so clearly articulates my thoughts and feelings. I loved The Girl Within and now have other books to read as a result of this presentation. It was wonderful!

11/29/90
lmw

1990 SEX EQUITY CONFERENCE

November 15-16, 1990
132 EVALUATIONS

1. **POSITION/TITLE:** Overall majority of conference respondents occupy coordinator positions in these areas: District Media, Curriculum, Staff Development, Co-op, Women's Economic Development, Multicultural Services, HEC, JTPA Projects, IMC, LUEC, Gender Equity Coordinator, and In-Service. Second largest group of respondents were teachers (Learning Disabilities, Math, Computer Science, Community Training, Communications, VTAE, Family & Consumer Education, Business, Gifted-Talented, Special Education, Social Studies, Technology). Additional positions to note were Guidance Counselors, Affirmative Action officers, Assistant Principals and Principals.

2. **AGE GROUP WORKED WITH:** Majority of respondents(78) work with the secondary age group. Second largest group(18) work with the elementary level.

3. **MEMBERS OF LOCAL EQUITY PLANNING TEAM:** The majority(87) of respondents are members of local equity planning teams.

4. **MEMBERS OF VTAE EQUITY NETWORK:** Majority of respondents(105) are <u>not</u> members of VTAE equity networks.

5. **MEMBERS OF DPI VOCATIONAL GENDER EQUITY CADRE:** The overall majority of respondents(94) are <u>not</u> members.

6. **RATE THE FOLLOWING PRESENTATIONS:**
   - A. **GENERAL SESSION-Kent Koppelman**
     1. Presenter: good-excellent.
     2. Content: good-excellent.
     3. Handouts/AV: poor-good.
     4. Overall: good-excellent.
   - B. **CONCURRENT SESSIONS: 10:30-11:45**
     1. Hilleshiem-Setz, Zavada: good-excellent.
     2. Miesfeld, Voight: fair-good.
     3. Thorncroft: good.
     4. Wolf, Lee, Foxwell, Nero: good.
     5. McMillion: good-excellent.
     6. Senn, Strohbusch: fair-excellent.
     7. Peterson: good-excellent.
   - C. **GENERAL SESSION-Lee Ann Bell**
     1. Presenter: good-excellent.
     2. Content: good-excellent.
     3. Handouts/AV: fair-good.
     4. Overall: good-excellent.
   - D. **CONCURRENT SESSIONS: 2:45-4:00**
     1. Thomas, McKently: good-excellent.
     2. Dieterich: excellent.
     3. Courtney, Hoeth: excellent.
     4. Bernhardt: good-excellent.

5. Dagen, Heiden: fair-excellent.
6. Isebrands: good.
7. Lee: poor-good.

E. **GENERAL SESSION-Craig Flood**
1. Presenter: poor-good.
2. Content: fair-good.
3. Handouts/AV: fair-good.
4. Overall: fair-good.

F. **SMALL GROUP SESSIONS-Equi Link:** fair-good.

G. **CONCURRENT SESSIONS: 10:45-11:40**
1. Metzdorf: good.
2. Sunby: excellent.
3. Kay Littig: excellent.
4. Thomas: excellent.
5. Stewart: good-excellent.

H. **CONCURRENT SESSIONS: 11:50-12:45**
1. Larson: fair-excellent.
2. Pierce, Johnson: excellent.
3. Godfrey, Drinkwine: excellent.
4. Cavanaugh, Munyon: good.
5. Schultz: fair-good.

LUNCHEON SPEAKER-Kathryn Keeley
1. Presenter: excellent.
2. Content: excellent.
3. Handouts/AV: no opinion.
4. Overall: excellent.

7. **RATE THE CONFERENCE & FEATURES:**
A. **CONFERENCE REGISTRATION:** excellent.
B. **HOTEL FACILITY & REGISTRATION:** good-excellent.
C. **CONFERENCE SCHEDULE:** good-excellent.
D. **HANDOUTS/AV:** fair-good.
E. **CONFERENCE COST: good-excellent.**

8. **OVERALL RATING OF CONFERENCE:** good-excellent.

9. **ADDITIONAL TOPICS OF INTEREST:** Address the male side of equity. Multicultural/racial issues. Gay and lesbian youth. Administration of policies (for principals, administrators). Hands on, role playing. How equity benefits men. Lesson plans, materials, etc. that can be adapted in curriculum areas. A presentation by religious leaders in our state addressing the impact of religious belief and practice in nurturing a vision of gender equity. UW-Extension: Ayse Somerson, is an excellent speaker on economics. Marta Larson present her "Discipline Management Strategies" at the Cadre meeting. Equity for hispanic women, handicapped. Promoting non-sexist classroom behavior in girls. Student voice and participation. Get Shirley McCune back. Legal issues of harassment. Homophobia, Early Childhood Education/Development and Equity. More middle school attention. Don't limit to gender. Equity in the arts, music. Community programs.

10. **GENERAL COMMENTS:**

-Please encourage your presenters to utilize overheads that at least part of the audience can see.

-Jackie Johnson was the most beneficial part of this conference.

-You need keynote person with an ability to excite the conference participants, vitality. The conference did not start off with enthusiasm. Also have keynote later in the day.

-Kathryn Keeley had great delivery.

-Some sectionals ended up giving duplicate information of other sectionals.

-Speakers and presenters were poor this year as compared to last year.

-Kent Koppelman is worth the drive, the time, and the money by himself.

-Jackie Johnson's comments are the kind all high school students should be made aware of so they can make good choices while they are still in school.

-Why was there three times more female presenters than male? This is not gender equity.

-This is my second year here and I really love this conference, the topics and the people. Unfortunately, I was unchallenged this year by several of the speakers. In order for me to grow and learn, I need to be challenged with new ideas.

-Presenters should know how to present materials on overheads for large groups. Use increased print on overheads.

-Was Mr. Flood unprepared? Pretty choppy and dull.

-This conference really addressed gender-what about all the participants involved in equity issues?

-Utilize three video screens in the general sessions so that overheads can be seen in all areas of the room.

-I would like to see more motivational speakers for major addresses. Bring in somebody who will motivate us to make changes.

-I would have liked to hear Kathryn Keeley at beginning of seminar. She was more dynamic than other keynote speakers. She would have inspired people to take gender equity more seriously, which in turn would set the tone for the sectionals.

-Perhaps add a sum to the total cost of program and put together handbook of all presenters.

-I am appalled that educators in massive numbers are putting up with conferences of this type. Again, I have attended poorly prepared sessions, listened to poor speakers and wasted two days of classroom instruction.

-I really liked having blank pages in the program to take notes on, as well as the yellow pages.

-More time spent with local cadre members and CESA units to take care of problems and exchange ideas.

-"Equity in the Classroom"-I have never been to a more poorly organized session. It seemed they were so nervous they couldn't remember what they wanted to say!

-Put a list of conference attendees in each folder or post one in a couple of places-if sent out prior it might enhance ride sharing.

12/14/90 lmw

WISCONSIN GENDER EQUITY CADRE MEETING
AGENDA

Tuesday, March 5, 1991

8:30 - 9:00	Registration, Coffee, Rolls
9:00 - 9:15	Welcome, Introductions, Update, Overview - Linda Riley
9:15 - 9:30	Up-date DPI Equity Concerns - Barb Schuler
9:30 - 10:45	Men Sharing - Women Listening
	•Lance Ellmann •Dan Konop •Jim Lee •Gerald Munyon •Dan Wiltrout
10:45 - 11:00	Break
11:00 - 12:30	Ethics, Religion & Equity
	•Rev. Robert Worner, Work/Life Consultant
12:30 - 1:30	Lunch
1:30 - 4:00	BAFA BAFA Simulation - Marta Larson
4:00 - 4:30	Questions/Answers/Wrap-up
4:30 - 5:00	Cadre Chair Meeting

Wednesday, March 6, 1991

8:00 - 8:15	Coffee/Rolls/Announcements
8:15 - 8:45	Generic Equity Workshop - How to - Melissa Keyes
8:45 - 9:15	Workshop Planning Techniques - Steve Schlough
9:15 - 10:15	Infusing Equity - CESA #11's - Model for Achieving Human Fairness •Barbara Wehman •Donna Coomer
10:15 - 10:30	Break
10:30 - 12:00	Teaching About Sexual Harassment - M. Larson & L. Riley •Grades 6-8 - Tune Into Your Rights •Grades 7-10 - No Laughing Matter It's Not Funny if it Hurts •Grades 11-12 - Young Peoples Program on Sexual Harassment in the Workplace
12:00 - 1:00	Lunch
1:00 - 2:00	Learning Styles - An Equity Issue - L. Riley
2:00 - 3:00	Gender Equity Planning for 1991-92 - B. Schuler - L. Riley •Carl Perkins - Equity Perspective •Cadre Training •CESA Consortium Projects
3:00 - 3:30	Wrap-up/Evaluation/CEU's

DPI/UW-STOUT Wisconsin Gender Equity Cadre
March 5-6, 1991 Holiday Inn - Stevens Point

EVALUATION FORM/SUMMARY

Please rank the following sessions and provide additional comments:

		Very Helpful				Not Helpful	Did not Attend
1.	Men Sharing, Panel Comments: N=24	5-12	4-8	3-3	2	1-1	0
2.	Ethics, Religion & Equity, Bob Worner Comments: N=24 4.25	5-9	4-8	3-4	2-1	1-2	0
3.	BAFA/BAFA Simulation, Marta Larson Comments: N=25 3.88	5-7	4-8	3-7	2-3	1	0
4.	Cadre Chair Meeting Comments: N=9 3.76	5	4-2	3-4	2-2	1-1	0
5.	Generic Equity Workshop, Melissa Keyes Comments: Cancelled-presentor ill	5	4	3	2	1	0
6.	Workshop Planning, Steve Schlough Comments: N=23 3.30	5-3	4-8	3-6	2-5	1-1	0
7.	Infusing Equity - CESA #11 B. Wehman, D. Coomer Comments: N=25 4.40	5-12	4-11	3-2	2	1	0
8.	Teaching About Sexual Harassment, M. Larson, L. Riley Comments: N=20 4.20	5-8	4-8	3-4	2	1	0
9.	Learning Styles, L. Riley Comments: Cancelled	5	4	3	2	1	0
10.	FY-92 Equity Planning Comments: N=18 4.0	5-6	4-7	3-4	2-1	1	0

	Excellent				Poor
Overall Training Comments: N=21 4.10	5-6	4-11	3-4	2	1
Facilitie- Meals/Etc. Comments: N=20 4.20	5-6	4-12	3-2	2	1

Other Comments/Questions/Needs: (Use back if necessary)

SEE ATTACHED

DPI/UW-STOUT WISCONSIN GENDER EQUITY CADRE
March 5-6, 1991 Holiday Inn-Stevens Point

EVALUATION

Summary of Comments

1. Men Sharing, Panel Comments:
   - Interesting to hear how each has grown.
   - I think this set a wonderful tone for the meeting. Perhaps we could have people share this
   - Not sure why we had this - seemed like 3 of 4 didn't have anything to say.

2. Ethics, Religion and Equity Comments:
   - Hard topic to address without specific stands from denominations.
   - Concerns for specific religions - i.e. Amish, Hmong.
   - Always enjoy Bob's work.

3. BAFA/BAFA - Simulation Comments:
   - Fun and interesting.
   - Too lengthy.
   - Would be neat to use with students in a modified farm.
   - Little too long on simulation, more time on discussion.
   - I usually don't like these activities, but it was fun. Subtle message.
   - I hope to be able to use a form of this in the classroom.

4. Cadre Chair Meeting Comments:
   - Too long, mostly due to sw.
   - We have so many questions-few answers-I think we need to clarify our mission and then proceed.
   - Sorry-didn't do much for me.
   - Dominated by a few people.
   - Same disorganization-need agenda

5. Generic Equity Workshop, Cancelled due to presenter illness.

6. Workshop Planning Comments:
   - Well prepared.
   - Picked up some ideas.
   - Should deal with clock hour process too.

7. Infusing Equity Comments:
   - Nice job.
   - Excellent
   - Even more time at another time would be great.
   - Thank you CESA #11 for sharing your concept re. equity.
   - Loved the concept.

8. Teaching about Sexual Harassment Comments:
   - Topic needs more attention and time. It is imperative to get this information to students.
   - Thanks for the resources.
   - More examples of what it is and what it can't would be great.
   - Packet is wonderful.

- I like hands on activities to take back
- Good-could have been more.

9. Learning Styles - Cancelled due to bad weather
   - Please share resources
   - Plan for another and longer time
   - Please do again.
   - I think this should be covered in depth at a early future meeting.

10. FY92-Equity Planning
   - Good but generally confusing.
   - Very helpful.
   - Should have had "more concrete" directions for equity application if it is new this year. Please send.
   - Somewhat disappointed-Should have been done with the chairs. Please share more information with CESA chairs soon.

Facilities - Room too cold.

Other Comments:

- Great job-your wit is great.
- Thanks so much for your leadership.
- Please bring copies of all articles and research to Cadre. I read everything and want more.
- Thanks for everything. I always enjoy.
- Great job. This was wonderful.
- This was my first Cadre meeting.
- Hurray for staying on time.
- Good meals, good facilities, room cold.
- Continue to provide exposure to resources for staff development and for teaching modules (like presented for sexual harassment).
- State of Indiana "A Model for Gender Fair Counseling" has video, workbook and support materials would be good to see at a Cadre meeting.

blh

APPENDIX D

Newsletters

Wisconsin VOCATIONAL EQUITY NEWS

Volume 4, Number 1 **Fall/Winter, 1990**

Welcome

The Wisconsin Vocational Equity News, to be published in the fall and spring of the 1990-91 school year, provides information of interest on equity issues for Wisconsin educators. Submission of articles and reports of equity activities at the local level are encouraged and would be appreciated. Contact: Linda Riley, Editor, Vocational Equity Leadership Project, UW-Stout, 218 Applied Arts Building, Menomonie, WI 54751.

Equity Leadership Project

The primary goal of the Equity Leadership Project, formerly the CESA Support and Networking Project, is to promote vocational gender equity in Wisconsin. It is funded by the Wisconsin Department of Public Instruction through the Carl D. Perkins Vocational Act. Linda Riley replaced Susan Foxwell as project director on August 1, 1990.

The equity Leadership Project serves 12 CESA consortium projects statewide through providing technical assistance and resources to CESA coordinators and local district staff, planning and coordinating leadership development and training opportunities, assisting in planning and implementing a statewide conference, and assisting approximately 150 new and continuing schools to implement the *Wisconsin Model for Sex Equity*. Additionally, the project will explore the development of a statewide promotional program for gender equity.

Forty-two people attended the first Wisconsin Gender Equity Cadre meeting which was held on September 18-19, 1990, at Wisconsin Dells. Participants explored a variety of issues including: *The History of Equity, Equity and Educational Outcomes, Women and Work, Equity Training Models, Multi-Cultural Education, Issues for Gay and Lesbian Youth* and *Quality Improvement*.

On November 15-16, 1990, the Annual Statewide Sex Equity Conference was held at the Holiday Inn in Stevens Point, featuring general session speakers Kent Koppelman, UW-LaCrosse; Lee Anne Bell, State University of New York; and, Craig Flood, Director, New York State Occupational Education Equity Center.

A pre-conference training workshop, *Power Teaching*, was held on November 14, 1990. Shirley McCune, Senior Director, Mid-Continent Regional Educational Laboratory, addressed the complex process of teaching diverse groups of students.

The cadre will meet again on March 5-6, 1991.

Identification of Factors That Encourage and Discourage Women in Male-dominated Programs in the School of Industry and Technology Project

This recently completed project was funded by the Stout Foundation to address the imbalance of women in male-dominated programs in the School of Industry and Technology (SIT). A sample of presently enrolled male and female students and female alumni were surveyed to determine their perceptions of courses, guidance, fellow students, faculty and general environment in SIT. Women were interested in industrial technology fields because of the potential for career/economic advancement and in the challenge provided by a nontraditional occupation. However, the male dominated classrooms and labs tended to generate feelings of inadequacy and lacked support for the female student. Often noted was the increased time needed to gain the trust and respect of the instructor in the classroom setting. Several recommendations were made including those from the advisory committee who reviewed the results. Howard Lee, (715) 232-1251 has more information on this project.

Cadre Members to Present at WASB Convention

Wisconsin Gender Equity Cadre members John Cavanaugh, Susan Drinkwine and Mary Mueller's panel session proposal to the Wisconsin Association of School Boards Convention has been selected for presentation on Thursday, January 24, 1991 from 2-3:15 p.m.

The panel will present information on gender difference in male/female self-esteem and self-perception, differing interaction patterns and expectations between teachers and their students (boys vs. girls), and what the research has to say about gender performance on tests, attitudes towards school subjects, work preparation and career exploration and selection. The session will include an overview of school district compliance with Title IX, and Wisconsin Statutes 118.13, the Pupil Non-Discrimination Law, both as to the intent as well as the letter of the law. Finally, the panelists will discuss the recently released Wisconsin Model for Sex Equity in Career and Vocational Education and how this model has been utilized in volunteer Wisconsin school districts in their efforts to evaluate ongoing efforts to provide students with an equitable education.

Please encourage your school board members to attend.

"Reflections of Risk"

The information for the report came from an adolescent health survey conducted during the 1986-87 school year by researchers at the University of Minnesota's Adolescent Health Program, in conjunction with the Minnesota Departments of Education and Health. Over 36,000 public school students in grades 7 through 12 participated in the survey during the 1986-87 school year.

"Reflections of Risk" includes recommendations for changing the factors that seem to be putting Minnesota's teenage girls "at risk" for behaviors that may not lead to productive, healthy lives as adults. To develop the recommendations, the Women's Fund convened a group including teachers, policy makers, advocates and health and social service professionals. Some of these recommendations are included in this article, along with a summary of the survey's findings.

Overview of Findings

Researchers analyzing the answers given by the teenagers in the Adolescent Health Survey concluded that boys and girls react differently to the world.

Girls tend not to seek help when they need it. When problems arise, girls often direct them inward, developing self-destructive behaviors such as a negative image of their body, eating disorders, emotional stress and attempts at suicide. The report labels these behavior patterns as "quietly disturbed" and notes that these types of psychological behaviors can often go unnoticed by adults.

In contrast, boys tend to "act out" their problems, resulting in alcohol abuse, drug abuse, accidental injury and delinquency. These behaviors are more likely to attract the attention of adults and the boys, therefore, eventually get help, the report finds.

Abuse

Four times as many girls as boys reported having been physically or sexually abused. About 15 percent of junior high and almost 25 percent of senior high girls reported that someone in their lives had abused them physically, sexually or both. In contrast, four percent of junior high and six percent of senior high boys reported abuse, most of it physical.

Suicide

A higher percentage of girls reported having attempted suicide than did boys, although other studies have shown that more boys than girls carry through with suicide. Of all 12th grade students, twice as many girls (18 percent) indicated that they had attempted suicide at least once as did boys (nine percent). Additionally, girls who have attempted suicide are more likely than the boys to say they think seriously about trying again.

Family Connectedness

More girls than boys say that they feel disconnected from their families. "Connectedness" in the survey was defined as "the extent to which a student feels emotionally connected to her family members, and feels that her family cares about her." If girls rely on anyone for "support, validation, and advice," it is more often their peers than their parents, they said.

Stress Levels

Close to twice as many girls as boys say that they are under high or very high levels of stress. Twenty-five percent of junior high and over 33 percent of senior high girls fall into the highest stress categories, compared with 13 percent of junior high and 20 percent of senior high boys.

Body Image

Almost three times as many girls as boys have a negative image of their own bodies. Thirty percent of junior high and 40 percent of senior high girls view their bodies negatively, compared with 12 percent of junior high and 15 percent of senior high boys.

Weight

Weight is a key factor in girls' view of themselves. Girls are more likely than boys to say that they are overweight, even though they are within normal weight or even underweight based on average weight tables for reported height. Specifically, 51 percent of the girls said that they were overweight as compared to 18 percent of the boys.

Eating Disorders

Over-concern about weight issues can lead to common but serious eating disorders, such as bulimia and/or anorexia nervosa. Based on answers to survey questions regarding body image and weight image, researchers calculated the likelihood of developing eating disorders. Compared with boys their own age, five times as many junior high and nine times as many senior high girls fall into the high risk category for eating disorders. Further, almost twice as many girls fall into the moderate risk category.

Ten percent of junior high and 16 percent of senior high girls reported having been on 10 or more diets in the previous year. Almost one-third of all females reported having had episodes of over-eating followed by induced vomiting. Finally, 14 percent say they vomit after eating at least once a month.

Pregnancy Risk

The survey revealed that boys are somewhat more likely than girls to be at "moderate to high risk for pregnancy" — that is, a greater percentage of boys are likely to engage in frequent, unprotected sex and risk impregnating someone, than girls are likely to get pregnant.

Six percent of junior high and 21 percent of senior high boys fell into the high risk category for pregnancy, compared with 3 percent of junior high and 18 percent of senior high girls. Other studies have shown that about 10 percent of adolescent females in Minnesota become pregnant each year.

Sexual Activity

The reason more adolescent boys are at high risk for pregnancy than girls is that a greater percentage are engaging in sexual intercourse. Among adolescents, sexual activity is greater for younger boys than for younger girls, but this reverses by the 12th grade level, when a greater percentage of girls than boys reported having had sexual intercourse. The average age for first intercourse in Minnesota is about 14 for boys and 14 and a half for girls.

Conclusions

An analysis of the survey's findings conclude that about 80 percent of all Minnesota girls are at high risk for developing one of the "quietly disturbed" behaviors such as negative body image, eating disorders, emotional stress and suicide. There is also a correlation between those who may have more than two of these types of problems and the likelihood that the girls may also develop such problems as drug abuse, accident risk, absenteeism, delinquency and pregnancy. Sixty-five percent of girls in the "quietly disturbed" group also "act out" in these ways.

Researchers found, however, that certain life experiences reported by the teenagers can reduce the risk of developing these problems. They include good school performance, feeling connected to family, low levels of family stress, high levels of religiousness and the ability to seek the help of parents.

Recommendations

The survey's recommendations for preventing these types of problems in teenage girls include:

- school curriculum that focus on the contributions, accomplishments and concerns of women from diverse ethnic and racial groups;
- programs to increase girls' skills in math;
- peer counseling programs to help girls break their isolation and get help;
- more personal and educational choices for girls;
- more opportunities for economic independence and professional success;
- preventing violence against females;
- preventing teen pregnancy;
- providing financial and community support for families;
- replacing negative media images of females with more realistic ones, and
- increasing funding for programs specifically for girls and women.

Source: Minnesota Commission on the Economic Status of Women, Newsletter #152, July 1990

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 218 Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkin's Vocational Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, Herbert J. Grover, State Superintendent. Contact person: Linda Riley, Project Director/Editor. Volume 4, Number 1, Fall/Winter, 1990. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

NEWIST/Wisconsin Public Television
-UPCOMING BROADCAST SCHEDULE-
Channels 10, 20, 21, 28, 31, 36 & 38

November 28, 1990 - 10:30 p.m. Changing Focus - Women and Children with AIDS (30 minutes)
NOTE - December 1, 1990 is World AIDS day and the theme this year is women with AIDS.

December 1, 1990 - 11 a.m. (not Milwaukee) Safetalk - Talking to Parents and Teachers About AIDS and Sexuality (30 minutes)
(December 5, 1990 7:30, Channel 36 Milwaukee only)

December 18, 1990 - 9 p.m. - 10 p.m. Teen Connection - "Kids Who Have Attempted Suicide and Hurt Themselves." Sixty-minute live call-in program with a toll-free number for people to call statewide: 1-800-999-TEEN. There will be crisis intervention counselors on eight phone lines. Approximately fifteen calls will be taken live over the air to be answered by teens and adults on the panel. (Also on Channel 10 Milwaukee.)

January 29, 1991 9 p.m. - 10 p.m. Teen Connection - Sixty-minute live call-in program will be on the topic of "Racism" — this program will originate live from Channel 10 in Milwaukee in cooperation with NEWIST/CESA #7 and Wisconsin Public Television. The toll-free phone number is 1-800-999-TEEN. A panel of adults and teens will answer questions live over the air. There will be eight phone lines coming into the studio and teens will answer questions about racism.

For more information about the programs contact: Eileen Littig, NEWIST/CESA #7, IS 1110, University of Wisconsin-Green Bay, Green Bay, WI 54311, (414) 465-2599.

New Wisconsin Model for Sex Equity

The recently released Wisconsin Model for Sex Equity in Career and Vocational Education, developed by Susan Foxwell, UW-Stout, and Barbara Bitters, Wisconsin Department of Public Instruction, is scheduled for dissemination to all Wisconsin School districts in the near future. In accordance with DPI policy, the publication will be sent to the District Administrator through CESAs.

The model presented in the guide provides school district administrators and staff with the direction they will need to develop and implement a comprehensive program to achieve sex equity at the local level. It provides educators with the tools and resources necessary for assessment and planning, implementation and evaluation, and focuses on the achievement of equity by students as well as school districts and school personnel.

The model was pilot tested in three school districts and field tested in seven school districts in Wisconsin. The student and staff surveys used for assessment were reviewed and validated by the University of Wisconsin Extension's Survey Research Laboratory.

To obtain a copy of the Wisconsin Model for Sex Equity in Career and Vocational Education, send your prepaid order (VISA/MasterCard or Check) to: Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179 or order via a toll-free call: 800/243-8782. The cost is $10 plus tax in Wisconsin and $20 for out of state.

Junior High Brochures Identified as Most Helpful for Promoting Gender Equity

During the fall meeting of the Wisconsin Gender Equity Cadre, participants were surveyed to ascertain what kinds of promotional materials they would find most helpful in promoting gender equity. Survey items included student, parent and community brochures; posters, statewide theme and logo, and public service announcements.

Student brochures were identified most often with 100 percent of survey participants identifying brochures at the junior high level as most helpful. Statewide public service announcements and community brochures were identified as least helpful.

Specific survey results were as follows:

Promotional Activity		Percent of Respondents Selecting as helpful
Statewide theme/logo/slogan		66%
Statewide PS Announcement		33%
Student Brochures -	Primary	66%
	Intermediate	77%
	Junior High	100%
	Senior High	66%
Parent Brochures		55%
Community Brochures		33%
Posters - Elementary School		55%
	Junior High	66%
	Senior High	66%
	Community	44%

The Equity Leadership project and cadre members will continue to explore ideas for promoting gender equity in the State of Wisconsin.

Upcoming Events

November 30 - December 4, 1990	**American Vocational Association Annual Meeting**; Cincinnati, Ohio. The Vocational Equity Council (VEEC) and affiliate organization of the AVA Administration Sections will hold sessions throughout the meeting regarding gender equity.
March 5-6, 1991	**DPI Gender Equity Cadre Meeting**, Stevens Point Holiday Inn. Contact: Linda Riley, CVTAE, UW-Stout, (715) 232-1885.
March 9, 1991	**CHOICES and Challenges Conference**, UW-Eau Claire. Conference focuses on careers in math, science and technology and is especially for junior high girls, parents and educators. Sponsored by UW-EC, UW-Stout, CVTC and women's organizations.
DATE CHANGE ALERT **Watch further mailings**	**DPI Special Need Conference and Preconference**, Stevens Point. Spring conference for Successful Strategies for Special Needs/At Risk Youth.
July 15-18, 1991	**1991 - National Coalition for Sex Equity in Education** (NCSEE), San Antonio, TX.
August 5-8, 1991	**DPI Summer Vocational Education Conference**, Stevens Point.

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

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Wisconsin VOCATIONAL EQUITY NEWS

Volume 4, Number 2 Spring, 1991

Multicultural Awareness Opportunities

by Barb Schuler

As our thoughts and concerns are focused on the Persian Gulf and the relatives and friends stationed there, the importance of understanding and working with multicultural differences becomes even more clear. The war situation provides a "teachable moment" which lends itself well to a discussion of differences among cultures and to a more complete recognition of the positive aspects of various cultural perspectives.

The format of the "teachable moment" will vary depending upon the expertise of the staff member, the experience and maturity level of students, and the approach agreed upon within the school district. Examples of formats could include structures such as an open forum for discussing religious differences, an opportunity for an open dialogue on concerns of students, a study of the political systems in which these cultures operate, or a full fledged "teach-in" at the schools.

While every district may not wish to address all areas of multicultural differences, there certainly is fertile ground for discussions relating to equity issues. Bob Worner's presentation at the Vocational Equity Cadre Meetings may provide a spark for discussions and the beginning of a knowledge base for cadre members. We encourage all to use these "teachable moments," both personally and professionally, to help celebrate differences as well as similarities within the human race.

Until the lions have historians,
tales of hunting will always glorify the hunter.

African proverb

Welcome–Barbara Schuler

Barb Schuler joined the Department of Public Instruction, Bureau of Vocational Education staff on December 17, 1990, as the Vocational Equity Consultant. Her undergraduate degree was in vocational home economics, and she has had a wide variety of work experiences and college degree work. She taught secondary home economics, at both middle school and high school levels in Madison, WI, and in Fargo, ND; and college level courses in home economics teacher training at the University of Wisconsin-Madison, and the University of Minnesota-Twin Cities. She has worked on projects at CESA #3 and at DPI, and has a variety of work experiences in noneducational settings as well (clerical, sales, factory, and food services). Her master's degree was from the UW-Madison, and her PhD from the University of Minnesota. She is pleased to be at DPI, and looks forward to meeting and working with her Vocational Equity colleagues at the state and national levels.

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War of the Words

Women Talk About How Men And Women Talk

Men and women differ in the words they choose, the body language they use, the strategies they employ to win arguments, the way they gossip and the way they listen, according to recent studies.

In her 1990 book, "You Just Don't Understand: Women and Men in Conversation," sociologist Deborah Tannen maintains that the sexes routinely misunderstand each other. Many women feel men don't tell them anything, they just lecture and criticize. Many men believe women nag them and never get to the point. The topic has landed Tannen a host of appearances on talk shows and at scholarly conferences. By understanding better the different ways men and women communicate, she insists, we can exchange information and make decisions better.

CONVERSATIONAL STYLES
GENDER TENDENCIES

LISTENING

Male	Female
• Irregular eye contact	• Uninterrupted eye contact
• Infrequent nodding	• Frequent nodding
• Infrequent humming sounds	• Frequent humming sounds
• May continue other activities while speaking	• Usually stops other activities while speaking
• Interrupts in order to speak	• Waits for pauses in order to speak
• Questions are designed to analyze speaker's information.	• Questions are designed to elicit more information.

SPEAKING

Male	Female
• Few pauses	• Frequent pauses
• May abruptly change topic	• Connects information to previous speaker's information
• Speaks until interrupted	• Stops speaking when information delivered
• Speaks louder than previous speaker	• Uses same volume as previous speaker
• Frequent use of "I" and "me"	• Frequent use of "us" and "we"
• Personal self-disclosure rarely included	• Personal self-disclosure often included
• Humor delivered as separate jokes or anecdotes	• Humor interwoven into discussion content
• Humor often based on kidding or making fun of others	• Humor rarely based on kidding or making fun of others

This chart was developed by Jane Tear, a New York City-based consultant who specializes in gender dynamics in the workplace. She stresses that while most people have a speaking style fairly typical of their genders, each person has an individual style that reflects these tendencies to a greater or lesser extent.

Tear says the male-female differences in conversation are not a problem. "The problem," she said, "is that we live and work in a society that doesn't provide information so we can become bilingual," by which she means understanding both male and female styles without misinterpretation or stereotyping.

HOW WIDE IS YOUR COMMUNICATION GENDER GAP?

Take this quiz to find out if you're as savvy about gender communications as you think you might be. The test is adapted from research developed by Hazel Rozema and John Gray, professors of communications at the University of Arkansas.

1. **True or false:** Male managers praise women more than they do men.
2. **True or false:** Women are more likely than men to answer questions not addressed to them.
3. **True or false:** In open discussion, women usually talk more than men.
4. **True or false:** Male managers tend to interrupt women more frequently than they do men.
5. **True or false:** Women are better than men at interpreting nonverbal cues.
6. **True or false:** Women use more polite communication tactics than do men.
7. **True or false:** Men use more "tag questions" than women. (Example: "it's a nice day, *isn't it?*")
8. **True or false:** At work, women are more likely to be criticized and disciplined than are men.
9. **True or false:** Women are touched more often in office life than are men.
10. **True or false:** Men at work usually work harder than women in trying to keep a conversation going.
11. **True or false:** Women managers communicate with more emotion and drama than men.
12. **True or false:** Female supervisors wait to be chosen for promotion rather than actively seeking it.
13. **True or false:** Men use more personal space than women when communicating.
14. **True or false:** As public speakers, females are given more attention by the audience than men.
15. **True or false:** Men and women employees are likely to see their female managers as better communicators than their male managers.
16. **True or false:** Females fare more poorly than males when judged on the basis of their resumes.
17. **True or false:** Female supervisors may be less willing than male supervisors to share relevant information with their colleagues.
18. **True or false:** Females tend to initiate more conversation with supervisors than do men.
19. **True or false:** Women employees tend to answer questions more tentatively than do men.

Minneapolis Star Tribune 1/6/91 – *Answers are on page 8 of this issue*

Girls Lose Self-Esteem, Math/ Science Interest By Teens

Girls lose interest in math and science about the same time they suffer a dramatic decline in self-confidence, a new poll indicates.

As they move from grade school to high school, most girls suffer a "self-esteem gap" that coincides with declining interest in math and science, the American Association of University Women (AAUW) found in a recent poll of 3,000 children in grades four through 10.

By the time they reach junior high, "Girls are much more likely than boys to say they are 'not smart enough' or 'not good enough," AAUW says in *"Shortchanging Girls, Shortchanging America,"* a report based on the poll.

That slipping self-confidence, coupled with stereotyping, often dissuades girls from pursuing careers in math and science, AAUW suggests.

"We see that [young] girls like math and science, but the question is what they do with it," AAUW President Sharon Schuster said in an interview. "When we don't expect girls to do well in math and science, they don't do well."

Declining Confidence

According to the poll, 67 percent of elementary school boys and 60 percent of the girls strongly agreed that they are "happy the way I am."

Only 29 percent of the 10th-grade girls agreed with that statement, however, compared to 46 percent of the boys.

That echoed similar results in math and science interest: 81 percent of elementary school girls said they like math, but only 61 percent of the high school girls said they like it.

By comparison, 84 percent of elementary boys said they like math, and 72 percent of high school boys polled answered that way.

Thwarted Dreams

Such differences in self-esteem lead to lopsided aspirations between boys and girls, the report says.

Boys start out with more ambitious goals, and are more likely to believe their dreams will come true. But constrained by notions of gender, girls start out with smaller career ambitions, reflected in their lower confidence in their abilities.

Conversely, girls who said they liked math showed a high level of self-confidence, says the report.

"Dramatically, adolescent women who like math are more confident about their appearance than are all adolescent men," AAUW says. "And young women who like math and science worry less about others liking them."

Changing Stereotypes

Unless teachers find ways to keep girls' self-esteem high, AAUW says, "the nation stands to suffer a crushing shortage of scientists and mathematicians in the coming century."

"America cannot compete with only half the team on the field," Schuster said.

Educators must reach girls at the earliest grades, said LaMoine Motz, past president of the National Science Teachers Association and director of science education for the Oakland County Schools in Michigan. Motz said teachers must work actively to prevent girls from absorbing the stereotype of the white male scientist in a lab coat.

"When we talk to teachers and they understand the problem, they very quickly want to turn things around," added Schuster.

To help educators understand the importance of gender-neutral math and science education, AAUW has commissioned a study by the Wellesley College Center for Research on Women.

The center, in Wellesley, Mass., will gather all research on gender equity and education, for the first study on how girls learn, work, think and play. Preliminary findings are expected in June, with a full report in the fall.

In addition, AAUW is offering fellowships from $3,000 to $10,000 for elementary and secondary school teachers to explore how they can improve math and science education for girls.

The report is $5 from Communications, American Association of University Women, 1111 16th St. NW, Washington, D.C. 20036, (202) 785-7781. January 23, 1991, Report on Education Research.

How Much High School Math is Needed for a Job?

Courtesy of the Math/Science Network

You need at least two years of high school math, beginning with one year of algebra, to work as a... *police officer, fire fighter, bank teller, postal clerk, data processor, electrician, machinist, carpenter, social worker, office clerk, dental assistant, medical assistant, plumber, construction worker, bookkeeper.*

You need at least three years of high school math, beginning with one year of algebra, to work as a... *computer programmer, mental health worker, draftsperson, home economist, pilot, computer technologist, teacher, dietician, forestry aide, sociologist, X-ray technician, survey technician, dental technician, nurse, photographer, medical secretary, pharmacy assistant, horticulturist.*

You need at least four years of high school math, beginning with two of algebra, one of geometry, and a year of precalculus, to work as a... *airline pilot, veterinarian, physician, political scientist, dentist, pharmacist, biochemist, engineer, geologist, chemist, forester, architect, astronomer, economist, computer scientist, meteorologist, interior designer, graphic artist.*

If you are not planning to go to college, take as much math as possible in high school to compete for good jobs. Most jobs - and life in general - in this computer age require a background in math.

If you plan to go to college, be sure to take as much math as possible. A student who gets a C grade in algebra and geometry has a better chance of succeeding in college than a student who avoids those subjects. Try to get started on some college-level math in high school.

Math/Science Network, 2727 College Avenue, Berkeley, CA 94705, (414) 841-MATH, works to increase the participation of girls in math, science, and technology. Their resources and activities include newsletters, videotapes, publications, and national career awareness conferences.

Goals of Feminist Teachers

Feminist Goals are "Human" Goals

We are advocates for a more humane society because we want our students to participate in a society that values the qualities which makes each one of them unique, that values the differences between them based on such factors as race or gender or social class or physical or mental disabilities.

1. To advocate and contribute to the building of a more just society.
2. To empower students so that they will become active participants in our democratic system as they become adult members of society.
3. To analyze and question ideological thinking especially as it pertains to historic patriarchal attitudes in our society.
4. To model critical thinking and engage students in critical thinking not only for purposes of textual analysis, but in discussing societal issues as well.
5. To introduce students to diverse perspectives on social issues and to develop students' sensitivity to the existence of multiple perspectives.
6. To encourage a critical interrogation of the media and other sources of societal messages and values.
7. To enhance student sensitivity to the existence of stereotypes, prejudice and discrimination in society based upon race, gender, social class, developmental disability or other factors.
8. To promote the development of self-reliance, self-confidence and competence in students.
9. To work cooperatively with other educators, both men and women, in addressing these issues in classrooms, in the workplace, and in our lives beyond the classroom and the school.

Modified by Dr. Kent Koppelman, UW-LaCrosse, Chair, Department Education Foundations, from the book Women Teaching for Change, Chapter 5 (The Struggle for a Critical Pedagogy) by Kathleen Weiler

" Nothing can be more absurd than the practice which prevails in our country of men and women not following the same pursuits with all their strength and with one mind, for thus the state, instead of being whole , is reduced to half."

Plato, The Laws, Book Seven

Schools Gender-Biased in Identifying Reading Disabilities

WASHINGTON (ED-LINE) Schools identify boys two to four times more often than girls as reading disabled, but girls are just as likely to have reading disabilities, according to a study published in the Aug. 22, 1990, issue of *The Journal of the American Medical Association.*

"Our data indicate that school-identified samples are almost unavoidably subject to a referral bias and that reports in the literature of an increased prevalence of reading disabilities in boys may reflect this bias in ascertainment," write authors Sally Shaywitz of Yale University, Jack Fletcher of the University of Texas, and other researchers. The study corroborates previous studies, the authors say.

The longitudinal study involved 445 children who began public kindergarten in Connecticut during the 1983-84 school year and followed them through the third grade. Children were assessed on a series of child - and teacher - based measures encompassing academic, cognitive, and behavioral areas.

The study found no significant gender differences in overall ability based on comparisons of ability and achievement scores. Yet, researchers report teachers perceived boys as performing more poorly than girls in virtually every area assessed.

Copies of "Prevalence of Reading Disability in Boys and Girls" is available by contacting JAMA, 535 N. Dearborn Street, Chicago, IL 60610; (312) 645-500.

Self-Esteem Builders

Students know what makes them feel successful or good about themselves. Here is what they say:

- Smile when you see me.
- Call me by my name.
- Listen to me when I talk.
- Let me know that you missed me when I was absent.
- Recognize my own special talents, even if they do not show up on my report card.
- Give me a chance to succeed in at least one small way each day.
- Praise me when I do something right.
- If you do not like something that I do, help me understand that you still like me as a person.
- Show me that I have a lot of options for the future, and that I can set my own goals.
- Encourage me to aim high.

Try to reach each student with at least one of these self-esteem builders every day. They build stronger people and stronger communities.

Resources

It's Not Funny...If It Hurts
Filmstrip #0-8011-264-2 Cost: $20.00
Publication and Sales
California State Department of Education
P.O. Box 271, Sacramento, CA 95802-0271
(916) 445-1260

"Tune Into Your Rights"
A Guide for Teenager in Turning Off Sexual Harassment
(booklet) Cost: $3.00
Programs for Educational Opportunity
University of Michigan
1033 School of Education
Ann Arbor, MI 48109
(313) 763-9910

No Laughing Matter
(video) Cost: Please Call
Bureau of Educational Technologies
Massachusetts Department of Education
Attention: Joseph Toldesberry
1385 Honcock, Quincy, MA 02169
(617) 770-7508

Sexual Harassment to Teenagers: It's Not Funny / It's Illegal
A curriculum for identification and prevention of sexual harassment for use with junior and senior high students.
Minnesota Department of Education
Equal Education Opportunities Section
982 Capital Square Building
550 Cedar Street, St. Paul, MN 55101

"Sending the Right Signals"
(Video and teaching materials for use with teenage audiences.)
Carol Ucifersi - Jersey City State College
Occupational Ed. - Project V.O.W.
2039 Kennedy Blvd., Jersey City, NJ 07305
(201) 547-2188

"Young People's Program on Sexual Harassment in the Workplace" Cost: $125.00
(video, teachers guide, syllabus, discussions etc.)
College of St. Thomas
Graduate Programs in Management
Mail #4069, 2115 Summit Avenue, St. Paul, MN 55105

"Gender: The Enduring Paradox"
(video) Cost: $49.95, $8.50 shpg & hdlng
PBS Video
1320 Braddock Place, Alexandria, VA 22314

"Teaching Young Children to Resist Bias: What Parents Can Do" For their brochure send a self-addressed stamped business-size envelope to:
National Association for the Education of Young Children
Box AB, 1834 Connecticut Ave. NW, Washington D.C. 20009

"Education for All: Women and Girls Speak Out on the National Education Goals." Cost: $12.00
NCWGE
1616 P Street NW, Suite 100, Washington D.C. 20036
(202) 228-5160

Engineering: A Career for Women
(video) Cost: $15.00
Familiarizes young women with the lives of women engineers at work, in school, with their families, and at leisure.
Women's Engineering Programs
Department of Freshman Engineering
Purdue University
West Lafayette, IN 47907

Upcoming Events

MARCH	National Women's History Month
7-9	Wisconsin Indian Education, Holiday Inn, Wausau, WI Contact: Alan Caldwell, DPI (608) 267-2283
APRIL	
3-5	Wisconsin Vocational Association, Annual Convention Milwaukee, WI Contact: Linda Stemper (608) 238-9028
18-19	Strength Through Diversity, Wisconsin Displaced Homemakers Network Contact: Pat Mattson (715) 675-3331, Ext. 356
18-20	Flaunting It, First National Graduate Student Conference on Lesbian and Gay Studies. Contact: Cheryl Kader, Dept. of English and Comparative Literature, UW-Milwaukee. Milwaukee, WI 53701
MAY	Wisconsin Comprehensive Equity Network Organizational Meeting Contact: Addie Pettaway, (608) 266-0043
JULY	
15-19	National Coalition for Sex Equity in Education (NCSEE), San Antonio, TX Contact: Josie\ Garza (512) 684-8180
AUGUST	
5-8	DPI Vocational Education Summer Conference Stevens Point
SEPT	
26-27	Prejudice and Hate Violence Reduction Conference Contact: Addie Pettaway, (608) 266-0043
NOV	
18-20	Tentative - Statewide Gender Equity Conference - Stevens Point, Holiday Inn Contact: Linda Riley (715) 232-1885

CESA #2 . . .CHANGING ATTITUDES; INCREASING LEVELS OF UNDERSTANDING AND ACCEPTANCE; PROVIDING MOTIVATION, ENTHUSIASM AND EXCITEMENT. . . FOR ALL CONCERNED WITH EQUITY & EXCELLENCE.

Why re-invent the wheel? There are so many creative, equity-related activities going on with the CESA #2 Vocational Gender Equity Consortium Schools that we would like to share some of our ideas with you.

- Reward your equity committee members with purple "EQUITY = EXCELLENCE" mugs, pencils and/or notepads.
- Develop district stationary and envelopes with a masthead stating "COMMITTED TO EXCELLENCE - STRENGTHENED BY DIVERSITY."
- Publish equity-related cartoons in all building, parent or community newsletters. Add a "one-liner" to connect it with one of your project goals.
- Organize equity presentations for student organizations within your school such as FHA/HERO, FFA, Cheerleading and Student Council.
- Develop a presentation that all committee members would feel comfortable giving to staff members and community organizations.
- Organize an in-service for all district staff related to equity and/or multicultural education. If a district in-service is not possible, reach out to small groups of staff. (Rome was not conquered in a day.)
- Participate in the "Minority Youth Conference" available in your area or better yet assist in organizing one.
- Provide job-shadowing and career day experiences to middle and high school students exploring nontraditional career options.
- Create a purchase plan to increase multicultural and non-sexist materials in building and public media centers/libraries. Materials to preview may include: Father Gander Nursery Rhymes, Kylie's Song, Teacher they called me a ____ , Helping Kids Learn Multicultural Concepts, Sex Equity Activities in Developmental Guidance.
- Establish an "Equity Liaison" network in each of your buildings.
- Circulate monthly routing envelopes to your equity team members of updates, research, conferences. . .
- Examine your district's student registration cards to edit for terms such as husband, wife and babysitter.
- Design an "Equity Compligram" to be passed out to all students and staff who promote equity in your schools. (i.e.: creative bulletin boards, use "gender—free" language, pass on research or articles. . .)
- Compile a "mini" reference book for your staff on areas specific to their interests or subject area. Such as "101 Ways We Promote Our Student's Self-Esteem. " Compile all ideas from surveys completed by your staff members. Pull together equity activities for elementary, middle or high school and disseminate to the appropriate level.
- Offer GESA training to interested staff members.

CESA #2 has thirteen school districts presently in the Vocational Gender Equity Project and is dedicated to the sharing of ideas, projects and plans which assist in the promotion of a bias free environment for all students. For more information, please contact Barb Noll or Pamela Hilleshiem-Setz, CESA #2, 430 E. High Street, Milton, Wisconsin, 53563.

CESA #3...DAVID SADKER AT SUMMER WORKSHOP

An article in the *Washington Post* said, "Educational reformers who are urging a return to the 'basics' ought to pay attention to what David Sadker and others have found. The entire student population might start doing better on test scores and in school in general if the half that started out ahead weren't systematically sidelined."

Phil Donahue, "The Human Animal, " NBC said, "David Sadker and other researchers are spreading the word. Equal attention means equal opportunity for our children to learn and achieve so both women and men can benefit."

"Building Fairness and Providing Opportunity" is the focus of a workshop/credit course on June 10-11, sponsored by CESA #3 and held at Southwest Technical College in Fennimore. Participants may elect to enroll in a one-credit course, get DPI Equivalency credit, or take the workshop as a non-credit offering.

Dr. David Sadker, Professor at The American University (Washington, D.C.) will be the workshop presenter on June 10. His research and writing documents sex bias from the classroom to the boardroom. His work has been reported in hundreds of newspapers including *Parade Magazine, USA Today, The Washington Post, The London Times, and The New York Times.*

Workshop participant comments about Sadker's presentations, include, "He is a master at what he does—motivates educators to be risk-takers—to try to do something different."

"Very informative and practical. " "I learned useful techniques for application in the classroom. "

POTOSI SCHOOL DISTRICT GENDER EQUITY COMMITTEE RECEIVES OUTSTANDING VOCATIONAL ACHIEVEMENT AWARD

The Potosi School District's Gender Equity Committee received an award for outstanding vocational achievement given by the Wisconsin Association of Secondary Vocational Administrators (WASVA) at their annual conference in Madison. Char Thorncroft,

(continued from page 6.)

Gender Equity Committee Chair, received the plaque, presented by Char Peterson, President of WASVA.

Members of the Gender Equity Committee, named in the fall of 1987, are: Susan Abing, Anne Anfinson, Bev Holler, Lois Jean Kamps, Mary McGinley, Joyce Nihles, Bernie Schaefer, Carol Sedgwick, Deb Szymaszek, Gene Szymaszek, and Char Thorncroft, Chair.

The WASVA award cited the exemplary work of the committee in dealing with gender equity issues that are making an impact on students, staff, and community members as well as contributing significantly to area and state equity initiatives. The major goal of the committee is to create an educational environment in the Potosi School System which helps students free themselves from limiting sex role expectations and fosters preparation for realistic family and work roles in the 21st century.

Melissa Keyes, DPI Equity Consultant, will speak to attendees on June 11 followed by a reactor panel of K-16 staff, administration, Board of Education members, and parents. Keyes will address human equity needs and exemplary practices and programs in Wisconsin. She will discuss how schools have prepared for the new required Pupil Non-Discrimination Law.

The benefits of attending this workshop include the opportunity to: network with K-16 staff, administration, and parents in CESA #3 and around the state; receive new teaching materials and resources; hear excellent speakers; develop action plans; attend for one and/or two days; and the option to earn college credit.

For further information contact Cecile Hoffman or Diane Hutchinson at CESA #3, 1300 Industrial Avenue, Fennimore, WI 53809 (608) 822-3276. Brochures with detailed information will be available from Hoffman or Hutchinson at CESA #3 in March.

CESA #4 GENDER EQUITY ACTIVITIES

The CESA #4 Gender Equity project is currently working with the following school districts: Arcadia, Holmen, Norwalk-Ontario, Tomah and West Salem. These districts are in different stages of working on the five phases of the Wisconsin Model for Sex Equity. Most of these districts have written school district plans that have been approved by their school boards. These plans list the various goals and objectives that the school district has identified through their assessments. The plans also include time lines for implementation of the goals and objectives, as well as identifying people who are responsible for seeing that they are achieved.

The project schools have provided in-services to their staff to try to create a greater awareness of equity issues and how to avoid bias. The CESA #4 project has also been assisting local school districts in preparing for their pupil nondiscrimination self-assessments. Staff from the project schools have also finished a one page informational insert on Gender Equity that will be included in the March issue of the CESA #4 newsletter. The insert will include several student activities, information on the cost of gender bias and resources available to CESA #4 schools.

Submitted by Lance Ellmann, CESA #4 Project Director

Where's Game Girl?

By The Associated Press, Leader-Telegram 1-8-91

Someone ought to pry software developers away form their terminals long enough to explain that girls are different from boys.

Beyond opening whole new worlds for some of the more obsessed techies, it might make it easier for girls to learn to use computers, and that's important. Personal computing skills rapidly are becoming assumed skills for all adults.

Schools teach some of these skills, but we learn most of them by example or by playing. And in computing, that's where pre-teen and teen-age girls are getting short shrift.

Computer games are aimed at boys. They involve violent contact sports or blowing things up or killing. The main figures of most heroic-quest adventure games are male.

The result is that more men than women become deeply interested in computing. Boys simply have more products that appeal to their way of thinking. Thus, they spend more time with computers than do their sisters.

Some software houses are producing games that don't go "boom." Accolade, has come out with Harmony for the IBM-PC and compatibles, Commodore 64, Commodore Amiga and Atari ST.

Best-selling Tetris, a sort of Rubik's cube, is pure puzzle and pure fun from the Soviet Union via Spectrum HoloByte for $34.95.

There are others, but they are far numbered out by games that blow up aliens or re-stage wars. It would be nice if software developers came up with some alternatives rather than write-off half the market.

Resource Directory of Nontraditional Role Models

The Center for Vocational, Technical and Adult Education, through a grant from the Wisconsin board of Vocational, Technical and Adult Education, published a directory of persons employed in occupations nontraditional to their gender. Published in July, 1989, this directory was expanded with a second printing in June, 1990.

The Center would like to update the directory with additional names of persons in nontraditional occupations, particularly women who have science, math and engineering backgrounds, as well as those who have entered other male intensive occupations. Names of persons in the directory were obtained through the referral process and the CVTAE staff would appreciate your assistance in obtaining names of additional resource persons for inclusion in the updated directory. If you have knowledge of any persons employed in nontraditional occupations, please inform Lorayne Baldus, CVTAE, 218 Applied Arts Building, UW-Stout (715) 232-1395. The persons referred will be contacted for permission to include their names in the resource directory.

Answers to the Gender Gap Quiz

1. **False.** Women in general receive less verbal praise than men. When women are praised, it's likely to be for neatness and appearance; men are praised for the quality of their ideas.
2. **False.** Men manage to talk more than their fair share of the time. Women help men dominate conversations because women are more likely to ask questions, while men are more likely to answer questions. Men, however, frequently lengthen their speaking time by interrupting women and answering questions not addressed to them.
3. **False.** Despite the folklore that women talk more, research shows that in the classroom and workplace, men talk more than women. In one experiment, people were asked to describe pictures orally. The women's averaged about three minutes, the men's 13 minutes.
4. **True.** Interrupting can be a way of exercising power. In same-sex conversations, interruptions are evenly distributed. In mixed-sex conversations, men interrupt women more often than vice versa. This pattern emerges as early as age 3. In a study of adult conversations, 96 percent of all interrupting occurred when men interrupted women.
5. **True.** Greater nonverbal sensitivity is required of people who are in a subordinate position, such as women.
6. **True.** Women are expected to speak more politely, including using more euphemisms.
7. **False.** Women do. The tag question is a way to avoid taking a definite stand. It weakens peoples' positions or allows them to retract positions quickly when they meet with disagreement.
8. **False.** Men are criticized more, asked more questions and given more attention than are females. Men are reprimanded more harshly because more is expected of them.
9. **True.** Men touch women to guide them through hallways, help them with their coats or assist them into cars. Often the touch is so brief it is hardly noticed. Sociologists contend that touching others indicates dominance and power.
10. **False.** Women do. Even in marriage, women initiate many more topics than men do. Men often "kill" topics by failing to respond or giving a minimal response, such as "um" or "uh huh."
11. **False.** Women bosses are no more apt to do so than men bosses. Emotional openness is viewed as inappropriate for managers.
12. **True.** Women at all levels of business exhibit the "wait-to-be-chosen" syndrome. Women believe competent job performance will be noticed and rewarded.
13. **True.** Men sprawl out in chairs and make larger, sweeping gestures. Women use more constricted gestures and postures, keeping their legs together and arms by their sides. When men and women approach each other on the sidewalk, women are more likely to move out of the way. Control of space goes with higher social status.
14. **False.** Males are viewed as more credible than females. Audiences respond more favorably to messages from a man than a woman.
15. **True.** Despite the reluctance of many people to work for a woman manager, women are seen as more supportive communicators - more considerate, more open to new ideas and more supportive of workers' efforts.
16. **True.** In one study, identical resumes and cover letters were sent to employers. The only element that was changed was the applicant's sex. Females were less likely to be interviewed, and the firms took nearly three days longer to reply to their letters.
17. **True.** Male managers are more candid with their colleagues.
18. **False.** Men do. Women wait for men to initiate conversations, a pattern typical of lower-status individuals.
19. **True.** Women's speech is significantly more tentative than men's speech. Women say "maybe" or "perhaps," use longer request forms, exhibit excessive politeness and use such disclaimers as, "This may sound silly, but..." Women tend to answer questions in a nonassertive, hedging style, rather than making a firm, declarative statement.

SCORING:

16 to 19 correct/ You're very perceptive of subtle gender differences.
10 to 15 correct/ You're sensitive to some issues, but not enough to avoid problems.
Under 10/ You're an insensitive lout.

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